



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

The ~~XXXXXXXX~~ AUTOMATIC SPELLER

UC-NRLF



\$B 307 043

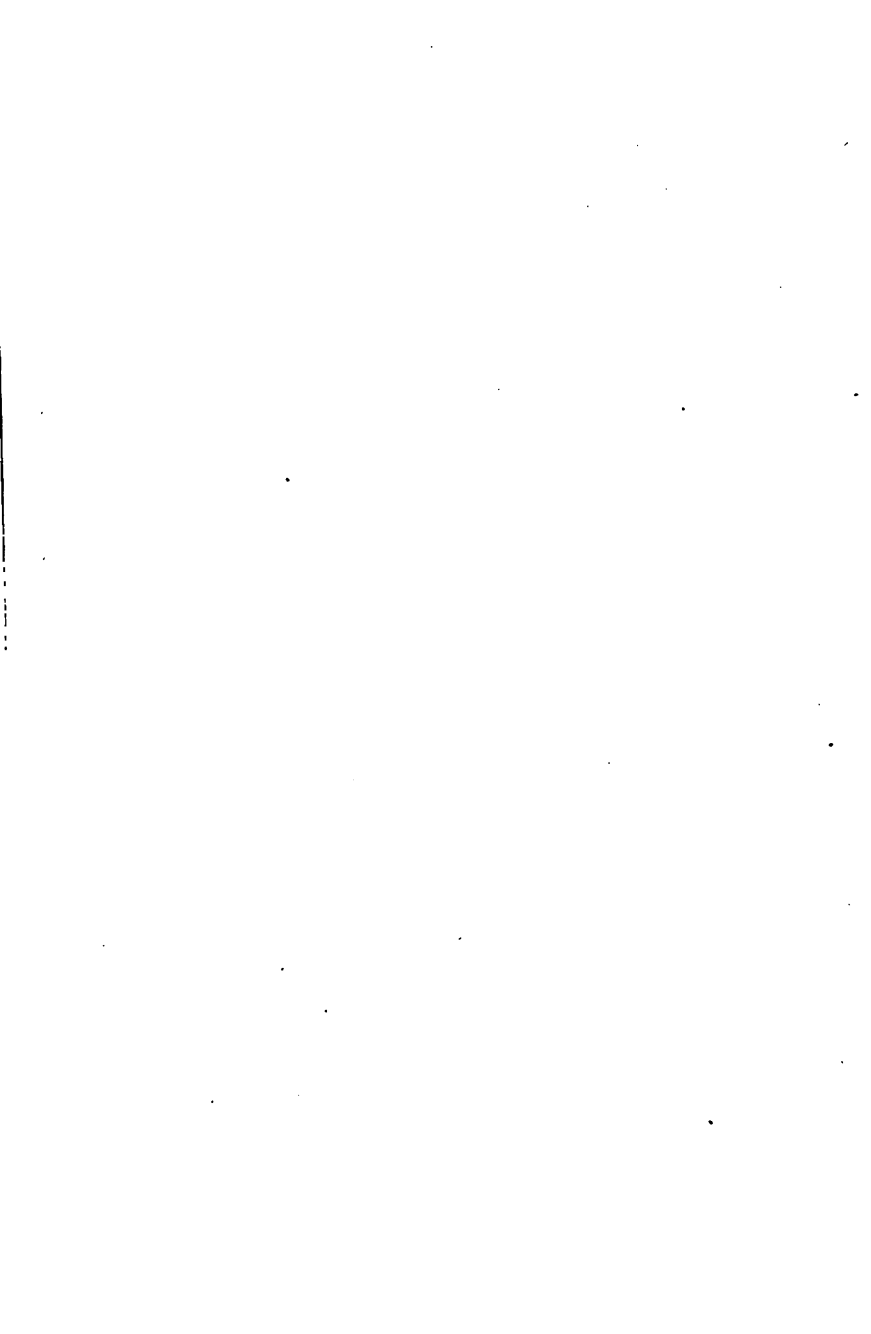
NETHE INTERNATIONAL

**GIFT OF
PUBLISHER**



891
F982





The Automatic Speller

By

NETTIE SAWYER FUNK

*For nine years Supervisor of Primary Education, Seattle, Washington
Author of "The Little Kingdom Readers," "Five
Messages to Primary Teachers"*

RAND McNALLY & COMPANY

CHICAGO

NEW YORK

TO WHOM ADDRESS

Copyright, 1915
By NETTIE SAWYER FUNK

Gift of Publisher

EDUCATION DEPT.

The Hand-Mechanically Press
Chicago

A FOREWORD

THIS speller is true to its name. It is really automatic or self-working. From the beginning a teaching process is set in motion, so ordered that pupils and teachers have but to follow the pages day by day, and the inevitable result must be the mastering of all words in the book.

The features of this automatic process are simple.

First, Word Lists. Every new word appears in the first column of some lesson. In the second grade each new word is reviewed the following day. Beginning with the third grade, every new word is reviewed (1) at the end of the month, (2) at the end of the half year, (3) in the first half year following in some lesson in the second column, (4) in the second half year in some lesson in the third column.

Second, Phonics. Every word appears automatically for the third time in column III. Each word having already appeared in column I, and a half year later in column II, the correct form of the words must now have been visualized. The word is not only reviewed but diacritically marked in column III, all words thereby coming up automatically for correct pronunciation so that steadily and unconsciously the child gains power for dictionary work.

Third, Method. (1) The "Suggestions to Teachers" is a concise method of teaching spelling applied concretely to the lessons in this book. (2) Following each lesson, definite problems are brought up, with references, wherever necessary, to the solution to be found in "Suggestions to Teachers."

The author desires to make special acknowledgment to L. Maxine Kelly, Principal, Interbay School, Seattle, for careful and untiring work in preparing the word lists. Also to the teachers in Seattle who have tested the efficacy of the methods outlined in the *Automatic Speller*, and particularly to Nina D. Moore, Katherine Meyers, Irene Walker, Grace E. Cox, M. Myrtle Kiger, Grace E. McCauley, Edith L. Krueger, Ethel A. Burrell, and C. Mabel Smith.

And finally, grateful acknowledgment is also made to Frank B. Cooper, Superintendent of Schools of Seattle, who has been a never-failing counselor and a constant inspiration to the author in all her educational undertakings.

NETTIE SAWYER FUNK

THE CONTENTS

	PAGE
A FOREWORD.....	iii
WORD LISTS (Part I)	
Grade Two.....	I
Grade Three.....	17
Grade Four.....	49
WORD LISTS (Part II)	
Grade Five.....	81
Grade Six.....	113
Grade Seven.....	145
Grade Eight.....	177
THINGS FOR PUPILS TO REMEMBER.....	v
RULES FOR SPELLING.....	vi
SUGGESTIONS TO TEACHERS (Part I).....	vii
A WORD TO PUPILS AND TEACHERS (Part II).....	xx
WORDS FREQUENTLY MISSPELLED WHEN WRITING .	xxii
PHONETIC WORDS.....	xxiv
PHONIC CHART (Part I).....	xxxi
PHONIC CHART (Part II).....	xxxii

THE AUTOMATIC SPELLER

GRADE 2 B

FIRST WEEK

NEW WORDS	REVIEW
-----------	--------

Monday

too
cold
more

Tuesday

of	too
meet	cold
wait	more

Wednesday

hold	of
home	meet
then	wait

Thursday

note	hold
comb	home
field	then

Friday

grow	note
torn	comb
street	field

SECOND WEEK

NEW WORDS	REVIEW
-----------	--------

Monday

near	grow
stay	torn
broke	street

Tuesday

free	near
climb	stay
wrote	broke

Wednesday

suit	free
floor	climb
frame	wrote

Thursday

give	suit
loaf	floor
such	frame

Friday

fur	give
high	loaf
starve	such

For suggested methods, see pages vii to ix.

GRADE 2 B

THIRD WEEK

New Words

REVIEW

FOURTH WEEK

New Words

REVIEW

Monday

feel	fur
wild	high
trunk	starve

Tuesday

just	feel
steep	wild
clock	trunk

Wednesday

goes	just
year	steep
draw	clock

Thursday

sum	goes
bear	year
hope	draw

Friday

tune	sum
fair	bear
built	hope

Monday

load	tune
with	fair
mind	built

Tuesday

hide	load
pull	with
path	mind

Wednesday

told	hide
live	pull
brush	path

Thursday

feed	told
west	live
meat	brush

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

To teachers: See note, page vii.

THE AUTOMATIC SPELLER

3

GRADE 2 B

FIFTH WEEK

NEW WORDS

REVIEW

Monday

even	feed
can't	west
twelve	meat

Tuesday

lock	even
float	can't
write	twelve

Wednesday

find	lock
move	float
crumbs	write

Thursday

mice	find
meal	move
wish	crumbs

Friday

coal	mice
string	meal
meant	wish

SIXTH WEEK

NEW WORDS

REVIEW

Monday

when	coal
know	string
bring	meant

Tuesday

tight	when
stamp	know
spread	bring

Wednesday

claim	tight
clean	stamp
thumb	spread

Thursday

jump	claim
bare	clean
those	thumb

Friday

drink	jump
noise	bare
young	those

THE AUTOMATIC SPELLER

GRADE 2 B

SEVENTH WEEK
NEW WORDS REVIEW*Monday*

sold	drink
both	noise
dress	young

Tuesday

lamb	sold
fade	both
slept	dress

Wednesday

skin	lamb
cent	fade
time	slept

Thursday

night	skin
match	cent
bread	time

Friday

pure	night
print	match
three	bread

EIGHTH WEEK
NEW WORDS REVIEW*Monday*

knee	pure
drive	print
cheese	three

Tuesday

this	knee
pray	drive
grain	cheese

Wednesday

pour	this
boat	pray
think	grain

Thursday

pole	pour
also	boat
thing	think

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

GRADE 2 B

NINTH WEEK

NEW WORDS

REVIEW

Monday

tick	pole
spoke	also
bright	thing

Tuesday

roll	tick
gray	spoke
brave	bright

Wednesday

bowl	roll
brain	gray
knelt	brave

Thursday

help	bowl
tiny	brain
along	knelt

Friday

rock	help
mate	tiny
juice	along

TENTH WEEK

NEW WORDS

REVIEW

Monday

roar	rock
chain	mate
leaves	juice

Tuesday

iron	roar
gold	chain
went	leaves

Wednesday

child	iron
week	gold
knife	went

Thursday

here	child
feast	week
spend	knife

Friday

nice	here
rode	feast
cheek	spend

GRADE 2 B

ELEVENTH WEEK

NEW WORDS

REVIEW

Monday

soap	nice
chest	rode
speak	cheek

Tuesday

most	soap
light	chest
sleep	speak

Wednesday

blue	most
hear	light
front	sleep

Thursday

head	blue
waist	hear
please	front

Friday

play	head
joke	waist
thick	please

TWELFTH WEEK

NEW WORDS

REVIEW

Monday

show	play
needs	joke
catch	thick

Tuesday

dear	show
paid	needs
sheep	catch

Wednesday

neat	dear
sent	paid
team	sheep

Thursday

each	neat
wave	sent
badge	team

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

GRADE 2 B

THIRTEENTH WEEK

NEW WORDS

REVIEW

Monday

use	each
made	wave
table	badge

Tuesday

next	use
face	made
right	table

Wednesday

leaf	next
these	face
offer	right

Thursday

doll	leaf
teeth	these
candy	offer

Friday

rain	doll
shake	teeth
waste	candy

FOURTEENTH WEEK

NEW WORDS

REVIEW

Monday

came	rain
paint	shake
teach	waste

Tuesday

cage	came
leak	paint
road	teach

Wednesday

door	cage
glad	leak
weak	road

Thursday

size	door
side	glad
read	weak

Friday

keep	size
lady	side
make	read

GRADE 2B

FIFTEENTH WEEK

NEW WORDS

REVIEW

Monday

agree	keep
scold	lady
before	make

Tuesday

tea	agree
gate	scold
place	before

Wednesday

east	tea
blow	gate
baby	place

Thursday

kind	east
judge	blow
coming	baby

Friday

have	kind
sight	judge
shown	coming

SIXTEENTH WEEK

NEW WORDS

REVIEW

Monday

blind	have
reach	sight
shine	shown

Tuesday

eat	blind
take	reach
mail	shine

Wednesday

seed	eat
shame	take
puppy	mail

Thursday

day	seed
you	shame
dead	puppy

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews misspelled words.

Devote two weeks to review of new words, pages 1-9.

GRADE 2 A

FIRST WEEK

NEW WORDS

REVIEW

Monday

who	day
where	you
monkey	dead

Tuesday

are	who
flock	where
cloud	monkey

Wednesday

put	are
knew	flock
blood	cloud

Thursday

grew	put
green	knew
chance	blood

Friday

push	grew
sharp	green
north	chance

SECOND WEEK

NEW WORDS

REVIEW

Monday

all	push
few	sharp
to-day	north

Tuesday

how	all
food	few
using	to-day

Wednesday

flew	how
loud	food
south	using

Thursday

book	flew
what	loud
churn	south

Friday

hour	book
small	what
horse	churn

For suggested methods, see pages vii to ix.

GRADE 2 A

THIRD WEEK

NEW WORDS

REVIEW

Monday

eyes	hour
tooth	small
sleigh	horse

Tuesday

chair	eyes
short	tooth
taking	sleigh

Wednesday

June	chair
good	short
honey	taking

Thursday

fir	June
owl	good
flour	honey

Friday

soon	fir
ground	owl
myself	flour

FOURTH WEEK

NEW WORDS

REVIEW

Monday

turn	soon
were	ground
drown	myself

Tuesday

any	turn
open	were
down	drown

Wednesday

took	any
town	open
shout	down

Thursday

visit	took
birds	town
hidden	shout

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

To teachers: See note, page vii.

THE AUTOMATIC SPELLER

11

GRADE 2 A

FIFTH WEEK

NEW WORDS

REVIEW

Monday

lost	visit
which	birds
branch	hidden

Tuesday

boy	lost
two	which
look	branch

Wednesday

drew	boy
some	two
house	look

Thursday

black	drew
chalk	some
weigh	house

Friday

unless	black
letter	chalk
Tuesday	weigh

SIXTH WEEK

NEW WORDS

REVIEW

Monday

sister	unless
grandma	letter
Wednesday	Tuesday

Tuesday

full	sister
July	grandma
having	Wednesday

Wednesday

work	full
much	July
straw	having

Thursday

start	work
burnt	much
mouth	straw

Friday

star	start
wool	burnt
brown	mouth

GRADE 2A

SEVENTH WEEK

NEW WORDS

REVIEW

Monday

spool	star
found	wool
square	brown

Tuesday

why	spool
love	found
brook	square

Wednesday

own	why
foot	love
burst	brook

Thursday

word	own
sweet	foot
storm	burst

Friday

from	word
count	sweet
stood	storm

EIGHTH WEEK

NEW WORDS

REVIEW

Monday

four	from
stair	count
woods	stood

Tuesday

fork	four
spoon	stair
broom	woods

Wednesday

aunt	fork
spoil	spoon
moon	broom

Thursday

hurt	aunt
come	spoil
month	moon

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

GRADE 2 A

NINTH WEEK
 NEW WORDS REVIEW

Monday

story	hurt
butter	come
summer	month

Tuesday

away	story
cotton	butter
Friday	summer

Wednesday

forget	away
winter	cotton
money	Friday

Thursday

number	forget
mistake	winter
Monday	money

Friday

finger	number
sparrow	mistake
November	Monday

TENTH WEEK
 NEW WORDS REVIEW

Monday

figure	finger
twenty	sparrow
blanket	November

Tuesday

fifty	figure
study	twenty
music	blanket

Wednesday

copy	fifty
cradle	study
mother	music

Thursday

greedy	copy
window	cradle
morning	mother

Friday

mitten	greedy
hungry	window
August	morning

GRADE 2 A

ELEVENTH WEEK

NEW WORDS

REVIEW

Monday

merry	mitten
asleep	hungry
orange	August

Tuesday

April	merry
apple	asleep
chicken	orange

Wednesday

gone	April
little	apple
birthday	chicken

Thursday

noon	gone
proud	little
pretty	birthday

Friday

was	noon
done	proud
roost	pretty

TWELFTH WEEK

NEW WORDS

REVIEW

Monday

do	was
school	done
absent	roost

Tuesday

saw	do
warm	school
point	absent

Wednesday

eight	saw
farms	warm
basket	point

Thursday

one	eight
term	farms
walk	basket

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

GRADE 2 A

THIRTEENTH WEEK

NEW WORDS

REVIEW

Monday

shall	one
round	term
has n't	walk

Tuesday

join	shall
after	round
seven	has n't

Wednesday

your	join
they	after
lesson	seven

Thursday

been	your
once	they
robin	lesson

Friday

call	been
their	once
garden	robin

FOURTEENTH WEEK

NEW WORDS

REVIEW

Monday

talk	call
pear	their
large	garden

Tuesday

air	talk
paper	pear
kitten	large

Wednesday

poor	air
better	paper
shadow	kitten

Thursday

girl	poor
pony	better
thirsty	shadow

Friday

says	girl
father	pony
March	thirsty

GRADE 2 A

FIFTEENTH WEEK

NEW WORDS

REVIEW

Monday

very	says
plow	father
happy	March

Tuesday

under	very
losing	plow
rabbit	happy

Wednesday

many	under
every	losing
Saturday	rabbit

Thursday

carry	many
throw	every
Thursday	Saturday

Friday

wash	carry
room	throw
February	Thursday

SIXTEENTH WEEK

NEW WORDS

REVIEW

Monday

care	wash
heart	room
eleven	February

Tuesday

want	care
river	heart
there	eleven

Wednesday

said	want
earn	river
about	there

Thursday

new	said
verse	earn
January	about

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews misspelled words.

Devote two weeks to review of new words, pages 9-17.

GRADE 3 B: FIRST WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

buy

term

lāmb

price

some

māte

your self

want

cāme

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "the cost of something."

that

new

īron

cov er

flour

frēe

en joy

burnt

fēed

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

flies

knew

wēst

cried

town

shāme

farm er

small

wāste

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

none

says

tēa

change

four

hēlp

blue bird

to-day

wēnt

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

don't

put

lēaf

near ly

lesson

mēat

gold en

mother

spēnd

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Supervised Study," page ix.

GRADE 3 B: SECOND WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

task

been

rāin

ber ry

little

sēed

for give

come

pūppy

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

deer

girl

māil

writ ing

book

wēek

Sep tem ber

start

shāke

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

a like

are

pāid

peace

one

slēep

sev en ty

mitten

stāmp

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

wrong

good

ēast

beau ty

carry

prāy

clear er

better

drēss

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

pu pil

gone

plāy

min ute

apple

knēe

stran ger

thirsty

chāin

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Independent Study," page xiii.

GRADE 3 B: THIRD WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

frost

food

gōes

for ty

walk

hīde

nev er

robin

mīce

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

sew

birds

rōde

col or

brown

brōke

ex cuse

morning

along

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

wear

who

bear

six ty

count

hōpe

nee dle

January

lōck

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

fence

love

sīze

heav y

aunt

dōll

bought

taking

prīnt

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

cloak

full

nēar

ho tel

were

nōte

flow er

sleigh

līve

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "The Test," page xiv.

GRADE 3 B: FOURTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

least

why

dāy

ninth

what

shēep

per fect

mouth

frāme

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

read y

own

fēel

wa ter

once

tōld

pound

father

stāy

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

un til

house

grāy

third

weigh

bāby

queen

August

blīnd

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

hair

lost

pōle

learn

horse

gōld

Christ mas

study

chīld

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes, hold picture; open eyes, compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When studying lesson follow plan your teacher used in directing your study. *Always* write the lesson. As you study a word, try to hold a mental picture of it in mind a little while before writing it on paper.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Correction of Errors," page xvi.

GRADE 3 B: FIFTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

first

cloud

mēet

emp ty

figure

rēad

good-by

having

māde

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "at the beginning."

inch

two

röck

sea son

they

lēak

com pa ny

room

dēad

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

he ro

verse

cēnt

freeze

warm

mēant

an oth er

March

yōung

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

geese

after

hēre

hur ry

straw

knēlt

din ner

square

cātch

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

wren

saw

plāce

fair y

hurt

clōck

pock et

where

rēach

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonetic Words," page xxiv.

GRADE 3 B: SIXTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

bridge
tur key
sec ond

soon
woods
November

fur
fair
tūne

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

on ly
asked
par don

south
sharp
Tuesday

of
gīve
can't

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

close
be low
fol low

fork
April
unless

pūre
stēep
trūnk

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

fifth
cat tle
al ways

wool
hungry
chicken

too
jūdge
bādge

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

breeze
mak ing
pres ent

any
chair
every

path
nēeds
brāin

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "A Dozen Don'ts," page xviii.

GRADE 3 B: SEVENTH WEEK

3 B—NEW WORDS

break
touch
dol lar

2 A—REVIEW

talk
birthday
Wednesday

2 B—REVIEW

noise
tēach
thūmb

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

could	took	nēat
world	large	wīsh
bro ken	about	brēad

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the others of class look at words.

cloth	said	dēar
nine ty	very	nēxt
brought	Thursday	thīck

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

toes	their	ēven
quite	which	sprēad
white	eleven	crūmbs

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

voice	call	nīce
choose	work	tōrn
af ter nōn	open	move

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "Phonic Chart," page xxxi.

GRADE 3B: EIGHTH WEEK

3B—NEW WORDS

lin en
clothes
sev enth

2A—REVIEW

much
drown
school

2B—REVIEW

mīnd
thrēe
spēak

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

would
strong
eight y

fir
was
Friday

alsō
wēak
drīŋk

Tuesday—Have pupils note markings and sounds of vowels in third column; copy words, if any, in other columns having same vowel sounds, and mark vowels.

truth
friend
In di an

star
heart
Saturday

gāte
lādy
tēam

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

porch
oth er
laugh

wash
chalk
storm

bear
clēan
mātch

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes, holding picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When studying, place your paper, after writing the lesson, so you cannot see and copy your words when writing the list again.

After each day's lesson copy into a notebook all words misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

GRADE 3 B: NINTH WEEK

3 B—New Words

2 A—REVIEW

2 B—REVIEW

tried

seven

mēal

wheat

has n't

with

rea son

Monday

sūch

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something that grows."

threw

north

skīn

throat

brook

time

knight

found

tāble

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

fruit

tooth

jūst

piece

letter

tāke

thir ty

summer

drīve

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

whose

stair

pull

gen tle

music

ōffēr

kitch en

February

wrōte

Thursday—Have pupils copy most difficult words of lesson. Underline the most difficult letter or group of letters in each; think of some way to remember it.

nois y

earn

cāge

should

using

wāit

thought

orange

spōke

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Words Frequently Misspelled When Writing,"
page xxii.

GRADE 3 B: TENTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

tired

foot

jōke

nap kin

word

hīgh

com ma

there

bōth

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

broad

air

mōst

thread

throw

light

De cem ber

broom

whēn

Tuesday—Have pupils copy the words they can spell without study; then copy the remaining words and spend their time on them.

tow el

July

hēar

noth ing

finger

rīght

lan tern

kitten

wāve

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

eas y

do

flōat

fourth

join

knīfe

doz en

point

thīnk

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

great

burst

thīs

quick

stood

flōor

of ten

rabbit

tēeth

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 3 B: ELEVENTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

build

boy

lōaf

church

visit

brāve

coun try

absent

brūsh

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

smile

spoil

ūse

for est

money

bōat

chil dren

grandma

starve

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

shore

turn

sŭm

heard

grew

cōal

broth er

river

thĩng

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

earth

sister

dōor

quart

farms

thēse

care ful

happy

cāndy

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

caught

hour

fāde

re mem ber

short

chěst

San ta Claus

story

front

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 3 B: TWELFTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

blew

look

ēach

crowd

spoon

blōw

a bove

asleep

coming

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

fa ble

churn

blue

smooth

honey

shōw

tea cup

number

chēese

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

spring

plow

grōw

stream

down

shīne

thir teen

ground

lēaves

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

since

sweet

slēpt

tenth

losing

grāin

re turn

pretty

strēet

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes, holding picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to phonic chart on page xxxi and spend a few minutes by yourself following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 3 B: THIRTEENTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

a cross

done

sīde

car pet

cradle

rōad

mid dle

branch

befōre

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "a part of a tree."

love ly

eyes

sēnt

trav el

from

rōar

be long

myself

sīght

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

might

loud

ēat

cot tage

pony

draw

ad di tion

blood

tīght

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

pair

poor

thēn

a mong

under

wāist

thim ble

proud

thōse

Thursday—Have pupils copy the most difficult words of the lesson. Underline the most difficult letter or group of letters in each; think of some way to remember it.

grown

care

wīte

wag on

your

nīght

blos som

window

chēek

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

GRADE 3 B: FOURTEENTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

eith er

few

tĭck

fam i ly

June

fāce

hun dred

chance

lōad

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

bus y

drew

sūit

rap id

many

fĭeld

di vide

blanket

shōwn

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

does

fifty

sōld

re view

greedy

bōwl

sen tence

hidden

juice

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

whole

pear

yēar

pen cil

copy

hōme

hon est

merry

brĭng

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

sixth

push

cōmb

cor ner

mistake

clĭmb

mul ti ply

sparrow

brĭght

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

GRADE 3 B: FIFTEENTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

cit y

basket

find

tongue

twenty

sōap

peo ple

shadow

māke

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

sure

month

cōld

a fraid

butter

glād

gro cer y

cotton

agrēe

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

hab it

owl

kīnd

quar ter

moon

hōld

dif fer ence

spool

jūmp

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

ear ly

shall

fēast

vel vet

shout

mōre

fif teen

monkey

pāint

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

whom

how

hāve

wool en

eight

plēase

au tumn

round

twēlve

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 3 B: SIXTEENTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

o bey

flew

rōll

board

noon

wīld

an i mal

roost

clāim

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

niece

away

hēad

cir cle

flock

kēep

to geth er

black

scōld

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

weath er

all

you

sub tract

green

pōur

yes ter day

forget

tīny

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

or chard

paper

knōw

pleas ant

winter

buīlt

di vi sion

garden

strīng

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes, holding picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: Devote two weeks to review of words in left-hand columns, pages 17 to 33.

First week, assign lessons thus: Monday to Thursday, new words, pages 17 to 24 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 25 to 32 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 3 A: FIRST WEEK

3 A—NEW WORDS

health
be cause
rain bow

3 B—REVIEW

buy
change
writing

2 A—REVIEW

want
food
come

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "what we eat."

sug ar

straight

con'cert

that

nearly

minute

why

term

been

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

cheer

cous in

ex plain

cried

peace

yourself

walk

what

some

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

guide

cir cus

sau cer

flies

clearer

bluebird

little

röbîn

month

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

eighth

through

sub trac tion

none

golden

beauty

new

look

birds

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Supervised Study," page ix.

GRADE 3 A: SECOND WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

East er

don't

girl

a round

pupil

ōwn

be neath

forgive

stārt

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

cou ple

task

once

im prove

heavy

būrnt

ques tion

stranger

brown

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

fer tile

deer

flour

hy phen

enjoy

fāthēr

prod uct

seventy

mōrnĭng

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

growth

cover

āre

sup per

wrong

who

four teen

September

knew

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

an swer

alike

one

meas ure

berry

town

lan guage

farmer

house

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Independent Study," page xiii.

GRADE 3 A: THIRD WEEK

3 A—NEW WORDS

dai ly
jour ney
ex am ple

3 B—REVIEW

frost
cloak
Christmas

2 A—REVIEW

small
count
weigh

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

du ty	least	mitten
wom en	fence	August
ex press	bought	Jānuary

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

e qual	wear	says
cor rect	flower	love
be lieve	perfect	gōod

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give the sound.

tear	until	lost
vi o let	sixty	fōur
grown-up	ready	cārry

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

sword	hotel	hōrse
re cess	excuse	to-dāy
a rith me tic	pound	tākng

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "The Test," page xiv.

GRADE 3 A: FOURTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

sign

third

āunt

lose

price

stūdy

fac to ry

water

bēttēr

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

hymn

ninth

put

mo tion

queen

were

wom an

never

gone

Tuesday—Have pupils note sounds of vowels in third column; copy any words in other columns having vowels they can mark.

gi ant

sew

full

ma chine

hair

thirsty

mes sage

forty

lēsson

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

thief

learn

āpple

guess

color

sleigh

pic ture

needle

mothēr

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book, copy first letter of each word; close book, and complete each word in writing.

Keep a copy of, and study, every word you misspell in daily spelling lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Correction of Errors," page xvi.

GRADE 3A: FIFTH WEEK

3A—NEW WORDS

for ward
hol i day
mer chant

3B—REVIEW

only
touch
white

2A—REVIEW

cloud
wōods
Tūesday

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "a day of the week."

may or	voice	call
par ent	season	they
pitch er	pardon	Thūrsday

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

a pron	asked	wōol
clean ly	present	mūch
quo tient	afternoon	Mārch

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

ves sel	close	where
prom ise	break	squāre
va ca tion	choose	Frīday

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

dou ble	linen	châir
cray on	below	stôrm
sev er al	good-by	Wēdnesday

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonetic Words," page xxiv.

GRADE 3 A: SIXTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

rime

broken

their

used

pocket

hăvĭng

swal low

seventh

Nověmběr

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

chief

wren

work

al most

follow

warm

beau ti ful

clothes

Aprĭl

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

curl

bridge

about

force

eighty

schōōl

ex er cise

always

hŭngry

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

pic nic

strong

stār

o 'clock

ninety

said

school mate

turkey

ěvěry

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

six teen

would

tōōk

scis sors

second

vēry

daugh ter

making

Săturday

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "A Dozen Don'ts," page xviii.

GRADE 3 A: SEVENTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

choice

truth

fôrk

li bra ry

world

south

gen tle man

freeze

figure

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

or der

friend

ôpen

bush el

empty

rôom

po ta toes

dinner

which

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

ought

quite

was

mar gin

hurry

straw

wel come

Indian

chîckën

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

glove

geese

saw

o cean

dollar

talk

Thanks giv ing

brought

heärt

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

rough

toes

sōon

own er

fairy

wash

al read y

breeze

lärge

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "Phonic Chart," page xxxi.

GRADE 3 A: EIGHTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

poul try

first

two

truth ful

could

shārp

at ten tion

company

elēven

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

part ner

inch

verse

eve ning

other

chalk

sur prise

cattle

drown

Tuesday—Have pupils note sounds of vowels in third column; copy any words in other columns having vowels they can mark.

screw

fifth

any

voy age

hero

aftēr

com mon

cloth

ūnlēss

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

col lar

laugh

fir

shov el

porch

hûrt

be tween

another

birthdāy

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling them, not after; pause between syllables in spelling words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

GRADE 3 A: NINTH WEEK

3 A—NEW WORDS

bu gle
cis tern
mead ow

3 B—REVIEW

reason
brother
children

2 A—REVIEW

häs n't
grew
thrōw

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something covered with grass."

ea gle	tried	nôrth
cream	smile	hăppy
mod est	quart	kitten

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

e rase	earth	plow
knock	forest	bûrst
our selves	wheat	sûmmër

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

twice	heard	word
vil lage	threw	stōod
jan i tor	careful	stōry

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

la bor	shore	earn
worm	throat	chûrn
mis take	caught	ăbsent

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 3A: TENTH WEEK

3A—NEW WORDS

3B—REVIEW

2A—REVIEW

edge

often

tûrn

doc tor

knight

sēven

to-mor row

remember

brōom

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

guard

piece

do

nurse

quick

sīstēr

dream

Santa Claus

found

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

youth

above

bōok

steam

thirty

mūsīc

re store

country

rābbīt

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

beach

blew

down

sure ly

fruit

spoil

wood en

build

ūsīng

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

true

crowd

there

taste

gentle

swēet

a gain

church

honey

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 3A: ELEVENTH WEEK

3A—NEW WORDS

quilt
shoes
qui et

3B—REVIEW

fable
towel
kitchen

2A—REVIEW

July
rĭvēr
Monday

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

raise	whose	join
slow ly	fourth	hour
splen did	smooth	money

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

sleeves	easy	boy
re main	noisy	stâir
mar bles	teacup	spōon

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

train	dozen	tōoth
sail or	spring	ground
fu ture	thought	nũmbēr

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

toi let	great	âir
no tice	should	pretty
thou sand	stream	ōrange

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 3 A: TWELFTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

off

thread

bröök

while

comma

färms

lis ten

thirteen

fingēr

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

po em

since

vīsīt

sound

broad

point

neck tie

napkin

lëttēr

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

un cle

tired

shôrt

of fice

tenth

aslēep

watch

lantern

Fēbruary

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

cure

return

fööt

worst

nothing

losing

rein deer

December

grändmā

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test, which is a short, brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 3 A: THIRTEENTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

prove

sure

done

a larm

across

many

nar row

difference

spool

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "more than a few."

birth

carpet

how

praise

fifteen

from

met al

grocery

hidden

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

pause

early

flew

mot to

afraid

push

farm house

middle

blood

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

en gine

habit

câre

writ ten

belong

flock

door way

velvet

basket

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

half

lovely

June

sud den

woolen

pâpěr

to-night

quarter

büttěr

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

GRADE 3 A: FOURTEENTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

style	sixth	shout
rib bon	whom	crādle
to ma to	travel	blāŋkēt

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

sor ry	might	pear
se cret	corner	eight
sad dle	autumn	mysēlf

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

wrist	city	all
claws	obey	rōost
cel lar	cottage	mīstake

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

buck et	tongue	pōor
col umn	animal	your
ink stand	addition	shādōw

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

glance	board	owl
gath er	people	chance
home ward	among	gārden

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

GRADE 3 A: FIFTEENTH WEEK

3 A—NEW WORDS

folks
a lone
fur nish

3 B—REVIEW

pair
does
niece

2 A—REVIEW

fifty
branch
monkey

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

po lite	pencil	loud
rail road	thimble	cōpy
break fast	together	round

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

dwarf	circle	away
ad vance	wagon	proud
court house	honest	spārrōw

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

fair ly	whole	grēen
can dle	blossom	mouth
bon fires	yesterday	wīndōw

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

cen ter	grown	drew
fail ure	subtract	mōon
er rand	multiply	wīntēr

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 3 A: SIXTEENTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

si lent

divide

eyes

prompt

family

shăll

lib er ty

weather

grēedy

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

gal lon

busy

nōon

pe ri od

orchard

pōny

an chor

hundred

mërry

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

ex tra

either

blăck

naught

review

ŭnděr

serv ant

division

twēnty

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

else

rapid

few

cof fee

sentence

förgët

bag gage

pleasant

cōtton

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

Learn to complete the test and the correction of errors in daily spelling lessons in five minutes.

HALF-YEARLY REVIEW

To teachers: Devote two weeks to review of words in left-hand columns, pages 33 to 49.

First week, assign lessons thus: Monday to Thursday, new words, pages 33 to 40 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 41 to 48 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 4 B: FIRST WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

in stead

couple

alike

east ern

correct

clōak

hon es ty

because

ēnjoy

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "more than one."

med i cine

guess

lēast

moun tain

sugar

cried

knowl edge

fertile

beaūty

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

re ceive

cheer

none

e nough

growth

watēr

for tune

grown-up

mīnute

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

dur ing

circus

hâir

res cue

recess

fōrty

wheth er

through

color

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

doubt

duty

nēedle

breathe

Easter

förgive

his to ry

measure

writting

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Supervised Study," page ix.

GRADE 4 B: SECOND WEEK

4 B—NEW WORDS

globe

de pot

pas sen ger

3 A—REVIEW

hymn

message

example

3 B—REVIEW

buy

bought

seventy

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

idle

reins

to ward

lose

improve

rainbow

wrong

farmer

perfect

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

cipher

law yer

for eign

equal

giant

concert

never

pound

change

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

is land

let tuce

fre'quent

tear

cousin

hyphen

don't

queen

excuse

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

trouble

in crease'

tem per ate

guide

sword

fourteen

task

learn

sixty

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Independent Study," page xiii.

GRADE 4 B: THIRD WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

brief

answer

dēer

ker nel

beneath

hēavy

nei ther

subtraction

yoursēlf

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

freight

thief

thăt

har bor

daily

hotěl

ditch es

women

clēarēr

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

rai sin

sign

pūpĭl

sel dom

health

rēady

pleas ure

woman

bluebird

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

stitch

believe

third

whis tle

picture

frōst

stud ied

question

nēarly

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

fierce

violet

sew

buck le

product

bērry

cour age

straight

Chrĭstmas

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "The Test," page xiv.

GRADE 4 B: FOURTH WEEK

4 B—NEW WORDS

ca noe
at tempt
en gi neer

3 A—REVIEW

supper
explain
arithmetic

3 B—REVIEW

price
fence
Sēptēmbēr

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

dense	eighth	cover
oys ter	saucer	pēace
south ern	language	flowēr

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

pi geon	around	flies
pres i dent	express	ninth
whole sale	machine	strāngēr

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

grief	motion	weâr
sand wich	factory	ūntīl
di rec tion	journey	gōlden

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When studying lesson follow plan your teacher used in directing your study. *Always* write the lesson. As you study a word, try to hold a mental picture of it in mind a little while before writing it on paper.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Correction of Errors," page xvi.

GRADE 4 B: FIFTH WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

den tist

chief

brīdge

pas ture

collar

friēnd

A mer i ca

merchant

brōught

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something we wear."

search

ought

gēese

pi an o

almost

truth

bar gain

holiday

toūch

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

source

shovel

pōrch

cap i tal

margin

breāk

ge og ra phy

forward

hūrry

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

tim id

between

voice

clev er

welcome

fōllōw

val ley

beautiful

company

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

va por

curl

whīte

sponge

mayor

belōw

a gainst

Thanksgiving

sēason

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonetic Words," page xxiv.

GRADE 4B: SIXTH WEEK

4B—NEW WORDS

3A—REVIEW

3B—REVIEW

ac tion

o'clock

clōth

co coon

already

tūrkey

mo ment

quotient

Īndīan

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

prayer

vessel

fāiry

pas tor

vacation

would

breath

daughter

dōllar

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

au thor

ocean

lĭnĕn

de stroy

pitcher

dĭnnĕr

con trol

exercise

prĕsent

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

coarse

force

ĭnch

sig nal

glove

alwāys

po lice

parent

āftĕrnōōn

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

boast

rough

tōes

quar rel

apron

clōse

shep herd

picnic

gōōd-by

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 4B: SEVENTH WEEK

4B—NEW WORDS

bluffs
es cape
sum mit

3A—REVIEW

owner
cleanly
schoolmate

3B—REVIEW

lāugh
brōken
sēcond

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

ce dar
a muse
dis turb

sixteen
scissors
promise

could
strōng
pōckēt

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

dai sy
sa cred
squir rel

rime
order
double

frēeze
mākŋg
sēventh

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

gorge
si lence
be yond

several
swallow
common

hērō
fifth
chōōse

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

par cel
ad dress
im por tant

crayon
voyage
potatoes

quīte
āsked
ēempty

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "A Dozen Don'ts," page xviii.

GRADE 4B: EIGHTH WEEK

4B—NEW WORDS

ba sin
ex cept
cap tain

3A—REVIEW

used
screw
bushel

3B—REVIEW

ōnly
othēr
world

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

wea ry
cli mate
ship wreck

library
evening
attention

wrēn
brēeze
eighty

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

co zy
jin gle
car riage

surprise
truthful
gentleman

cătle
clōthes
pārdon

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

ca na ry
cur tain
chim ney

choice
partner
poultry

first
nīnety
anothēr

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When studying, place your paper, after writing the lesson, so you cannot see and copy your words when writing the list again.

After each day's lesson copy into a notebook all words misspelled. Take notebook home every Friday, and ask parents to help you study and hear you spell the words in it.

GRADE 4 B: NINTH WEEK

4 B—NEW WORDS

slice
use ful
um brel la

3 A—REVIEW

toilet
again
meadow

3 B—REVIEW

ēasy
quĭck
thōught

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something we carry."

queer
mus cle
sep a rate

quilt
erase
uncle

noisy
caught
cōuntry

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

yoke
tar dy
stir rup

raise
worst
ourselves

piēce
sĭnce
chĭldren

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

rinse
wel fare
av e nue

off
notice
janitor

tēnth
heard
cōmma

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

knob
taught
hand ful

cure
watch
wooden

blew
rēason
lăntĕrn

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonic Chart," page xxxi.

GRADE 4 B: TENTH WEEK

4 B—NEW WORDS

check
ter ri bly
kind ness

3 A—REVIEW

bugle
listen
dream

3 B—REVIEW

fāble
should
cāreful

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

ti dy	knock	dozen
sin gle	sound	thirty
leath er	sleeves	remēmber

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

ar my	office	buīld
bot tom	village	nāpkīn
up ward	mistake	thirtēen

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

sta ble	guard	crowd
fore head	restore	knīght
whirl pool	necktie	nothīng

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

tru ly	train	tried
cough	doctor	shōre
hos pi tal	marbles	brōad

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Words Frequently Misspelled When Writing,"
page xxii.

GRADE 4 B: ELEVENTH WEEK

4 B—NEW WORDS

trade

sil ver

con sent

3 A—REVIEW

cistern

reindeer

to-morrow

3 B—REVIEW

fruit

earth

smōōth

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

cheap

cen tral

vin e gar

nurse

remain

modest

greāt

tired

Sānta Claus

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

con'duct

cat er pil lar

cou ra geous

labor

steam

future

smīle

towel

thrōat

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

sir up

shoot

mois ture

taste

worm

thousand

whēat

retûrn

strēam

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

but ton

scam per

chest nut

edge

youth

splendid

whose

thrēad

brothēr

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 4 B: TWELFTH WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

news

cream

fourth

block

surely

gentle

expect

slowly

teach

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

wonder

true

above

mention

eagle

spring

vegetable

while

December

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

succeed

poem

often

position

twice

church

tributary

quiet

kitchen

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

chorus

shoes

threw

certain

beach

quart

request

sailor

forest

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to phonic chart on page xxxi and spend a few minutes by yourself following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 4B: THIRTEENTH WEEK

4B—NEW WORDS

deaf
pa·rade
man·ner

3A—REVIEW

alarm
period
candle

3B—REVIEW

hăbĭt
trăvel
review

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something we like to do."

gem
a·ble
fame

polite
motto
naught

does
acrōss
fĭftēen

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

knot
el·bow
con·tain

alone
pause
gallon

obey
sixth
mĭght

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

wharf
arc·tic
fi·nal·ly

else
claws
homeward

lovely
cōrnĕr
wōōlĕn

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

plow
hatch·et
back·ward

half
failure
sudden

whom
among
autumn

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

GRADE 4B: FOURTEENTH WEEK

4B—NEW WORDS

3A—REVIEW

3B—REVIEW

dai ry

silent

sure

ban ner

narrow

fāmily

man age

advance

sēntence

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

bar ber

servant

early

pub lic

railroad

pēncil

hap pi ness

farmhouse

cōttage

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

whale

coffee

cārpēt

bar rel

furnish

wēathēr

day break

written

toğēthēr

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

plain

style

niēce

fin ish

baggage

ēithēr

base ment

inkstand

yēstērday

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

sal a ry

cellar

pāir

lec ture

center

ōrcharđ

band age

saddle

plēasant

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

GRADE 4 B: FIFTEENTH WEEK

4B—NEW WORDS

3A—REVIEW

3B—REVIEW

deck

extra

busy

worth

prove

quartēr

balloon

bonfires

addition

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

debt

folks

hōnēst

camel

praise

grōcēry

private

anchor

hūndred

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

faith

glance

tongue

crawl

engine

ānīmāl

ef fort

liberty

thīmble

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

a corn

errand

circle

per son

column

pēople

back bone

tomato

mīddle

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

dain ty

wrist

rāpīd

sup ply

ribbon

dīvīsion

cab bage

courthouse

subtrāct

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 4B: SIXTEENTH WEEK

4B—NEW WORDS

3A—REVIEW

3B—REVIEW

range

birth

grōwn

ket tle

secret

dīvide

state ment

prompt

afraid

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

de sire

sorry

whōle

ear li est

fairly

blōssom

day light

metal

dīffērence

Tuesday—Have pupils note markings and sounds of vowels in third column; copy words, if any, in other columns having same vowel sounds, and mark vowels.

dawn

dwarf

wāgon

al low

gather

vēlvēt

re port

doorway

mūltīply

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

a board

bucket

cīty

will ing

to-night

bōard

an y thing

breakfast

belōng

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: Devote two weeks to review of words in left-hand columns, pages 49 to 65.

First week, assign lessons thus: Monday to Thursday, new words, pages 49 to 56 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 57 to 64 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 4 A: FIRST WEEK

4 A—NEW WORDS

deal
a cre
shelves

4 B—REVIEW

oyster
rescue
pleasure

3 A—REVIEW

sugar
beliēve
lānguage

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something sweet."

fa vor
wit ty
ad vise

globe
seldom
direction

coŭsin
ānswēr
făctory

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

er ror
ex act
fac ing

freight
toward
wholesale

circus
swōrd
fertīle

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

ea ger
de feat
ap point

stitch
kernel
mountain

recēss
eighth
ēxămple

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

ease
bait
ben e fit

grief
lawyer
receive

Ēastēr
mēasure
grōwn-ŭp

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Supervised Study," page ix.

GRADE 4 A: SECOND WEEK

4 A—NEW WORDS

tri al
throne
sol dier

4 B—REVIEW

trouble
history
president

3 A—REVIEW

hymn
ēxprēss
benēath

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

scar	reins	tear
point er	neither	hēalth
fare well'	sandwich	sūppēr

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

sol id	harbor	chēer
mod el	eastern	quēstion
ceil ing	studied	arīthmetīc

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

wait er	enough	guīde
bun dle	foreign	woman
wal nut	courage	hyphēn

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

ef fect	island	dāily
sub'ject	attempt	prōduct
whole some	whether	mēssage

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Independent Study," page xiii.

GRADE 4 A: THIRD WEEK

4 A—NEW WORDS

post age

mag net

mur mur

4 B—REVIEW

brief

pigeon

passenger

3 A—REVIEW

ēqual

mōtion

subtrāction

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

or gan

pub lish

mag a zine

ditches

whistle

honesty

vīolēt

īmprove

strāight

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

pet al

re gion

na ture

fierce

cipher

medicine

sīgn

womēn

rāinbōw

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

midst

lo cate

oc cu py

canoe

during

lettuce

gīant

saucēr

fōurtēen

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

in sect

scar let

gloom y

dense

doubt

increase

thiēf

around

joûrney

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "The Test," page xiv.

GRADE 4 A: FOURTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

in jure

depot

couple

balance

raisin

through

lonesome

instead

machine

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

loose

idle

duty

ear nest

buckle

explain

industry

knowledge

picture

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.*

gown

fortune

guess

major

frequent

correct

prefer

engineer

concert

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

forge

breathe

lose

impure

southern

growth

harvest

temperate

because

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book, copy first letter of each word; close book, and complete each word in writing. Keep a copy of, and study, every word you misspell in daily spelling lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Correction of Errors," page xvi

GRADE 4 A: FIFTH WEEK

4 A—NEW WORDS

i de a
mi nor
strength

4 B—REVIEW

police
pasture
chimney

3 A—REVIEW

rīme
bushel
attētion

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "a part of a house."

har ness
gar ment
neigh bor

gorge
climate
geography

doūble
surprīse
gēntleman

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

bail
tal ly
col lege

clever
parcel
carriage

screw
clēanly
daughtēr

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

oc cur
un fair
im mense

sponge
control
curtain

fōrce
pītchēr
alrēady

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

ech o
fur ther
prac tice

pastor
sacred
summit

almōst
merchant
Thānksgrīving

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonetic Words," page xxiv.

GRADE 4 A: SIXTH WEEK

4 A—NEW WORDS

blade
ap pear
sta tion

4 B—REVIEW

jingle
dentist
captain

3 A—REVIEW

ought
several
truthful

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

pledge
com fort
in no cent

weary
disturb
bargain

vessel
choice
partner

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

ad vice
bor row
ex cel lent

cozy
valley
author

collar
parent
scissors

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

choir
re pair
neph ew

boast
against
important

rough
o'clock
holiday

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

coin
fringe
en e my

bluffs
signal
action

ocean
swallow
beautiful

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 4 A: SEVENTH WEEK

4 A—NEW WORDS

at tic
 crim son
 ham mock

4 B—REVIEW

cedar
 basin
 America

3 A—REVIEW

mārgĭn
 pōultry
 vacātion

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

wiz ard	piano	ōrdēr
lunch eon	prayer	cōmmon
hand ker chief	beyond	quōtient

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

war rior	source	shovel
gen er al	canary	sĭxtēen
twi light	quarrel	fōrward

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

i ci cle	vapor	ūsed
sat is fy	coarse	ōwnēr
sim i lar	shipwreck	pĭcnĭc

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

though	daisy	cūrl
pre pare	escape	glove
mos qui to	cocoon	crāyon

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "A Dozen Don'ts," page xviii.

GRADE 4 A: EIGHTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

ze ro

search

āpron

prai rie

breath

ēvenīng

ir ri gate

squirrel

wēlcome

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

tick et

silence

māyor

gyp sy

capital

voyage

heed less

destroy

potātōes

Tuesday—Have pupils note markings and sounds of vowels in third column; copy words, if any, in other columns having same vowel sounds, and mark vowels.

po lar

timid

chiēf

on ion

except

library

pan try

shepherd

betwēen

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

witch

amuse

prōmise

mis chief

address

ēxercise

laugh ter

moment

schōōlmāte

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling, not after; pause between syllables in spelling words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

GRADE 4 A: NINTH WEEK

4 A—NEW WORDS

bis cuit
hard ware
cream er y

4 B—REVIEW

single
conduct
separate

3 A—REVIEW

lĭsten
crēam
restōre

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something made from flour."

free dom
mu ci lage
car pen ter

muscle
bottom
chestnut

ēagle
stēam
nōtĭce

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

fee ble
squaw
clean li ness

welfare
position
hospital

tāste
jănĭtor
thousand

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

ar range
cal en dar
else where

silver
handful
tributary

rāise
ŭngle
to-mōrrōw

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

bi cy cle
dis cov er
cour te sy

block
leather
central

slōwly
remāin
reindēer

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonic Chart," page xxxi.

GRADE 4A: TENTH WEEK

4A—NEW WORDS

4B—REVIEW

3A—REVIEW

an kle

slice

ōff

cush ion

sirup

guārd

stom ach

cheap

meādōw

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

busi ness

tidy

toilēt

ac ci dent

queer

youth

el e phant

scamper

mōdēst

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

fas ten

rinse

true

char i ty

certain

sāilor

ab sence

forehead

oursēlves

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

cause

news

quilt

e qua tor

truly

twice

com pass

stirrup

ōffice

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

brood

trade

cūre

dough nut

check

mīstake

cup board

chorus

splēndīd

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Words Frequently Misspelled When Writing,"
page xxii.

GRADE 4 A: ELEVENTH WEEK

4 A—NEW WORDS

ga ble
sin cere
ex pense

4 B—REVIEW

useful
request
caterpillar

3 A—REVIEW

while
nurse
cistern

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

prow	army	knock
current	tardy	beach
acquainted	button	necktie

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

ap ply	taught	train
famous	expect	again
blizzard	whirlpool	village

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

panel	cough	worm
dismiss	avenue	shoes
appeal	succeed	watch

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

erect	shoot	worst
fruitful	terribly	doctor
awkward	consent	marbles

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 4 A: TWELFTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

bash ful

wonder

pōēm

anx ious

vinegar

būgle

con quer

umbrella

drēam

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

bu reau

yoke

erāse

ex hib it

upward

sound

ex am ine

mention

surely

Tuesday—Have pupils note markings and sounds of vowels in third column; copy words, if any, in other columns having same vowel sounds, and mark vowels.

ed u cate

knob

lābor

cer tain ly

vegetable

fūture

earth quake

courageous

wōōden

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

fac tor

stable

ēdge

dif fi cult

kindness

quīēt

com plete

moisture

slēeves

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test, which is a short, brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 4 A: THIRTEENTH WEEK

4 A—NEW WORDS

val ue
cas tle
mem o ry

4 B—REVIEW

deaf
effort
backbone

3 A—REVIEW

alārm
săddle
advānce

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "a part of the body."

wor thy	knot	cēntēr
drug gist	crawl	īŋkstānd
pur chase	daylight	fārmhouse

Tuesday—Have lesson on board. Have pupils look while teacher erases a word, then, at signal, "Spell," have pupils pronounce and spell the word in concert.

re joice	allow	sīlent
laun dry	willing	pause
fur ni ture	contain	hōmeward

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

Pa cif ic	dawn	hālf
block ade	banner	āŋchor
hur ri cane	basement	rāilrōad

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

yeast	acorn	polite
pa tient	barber	tomātō
en ve lope	aboard	băggage

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

GRADE 4 A: FOURTEENTH WEEK

4A—NEW WORDS

4B—REVIEW

3A—REVIEW

va lise

faith

sörry

serv ice

range

fäirly

ped dler

manner

närrōw

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

frol ic

elbow

möttö

pump kin

person

ërrand

lem on ade

bandage

cölmun

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

aisle

plain

gäthër

Dutch

arctic

libërty

tun nel

report

written

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

clo ver

worth

fölk

nos tril

plow

servant

proc ess

happiness

to-nigh

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

plague

dairy

ëlse

sur geon

barrel

style

rel a tives

anything

brëakfast

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

GRADE 4 A: FIFTEENTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

firm

kettle

wrist

trough

parade

prove

shal low

private

candle

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

wreck

able

praise

mer ri ly

lecture

buckēt

vine yard

dainty

fāilure

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

bruise

wharf

glānce

per ish

camel

pērīod

brake man

public

dōorwāy

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

e ras er

whale

alōne

isth mus

supply

ēxtra

al pha bet

hatchet

sūdden

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

to tal

deck

cōffee

cred it

desire

rībbon

prop er ly

manage

cōurthouse

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 4A: SIXTEENTH WEEK

4A—NEW WORDS

4B—REVIEW

3A—REVIEW

no ble

fame

birth

pla teau

salary

cëllar

tor na do

statement

bõnfires

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

quail

gem

claws

group

debt

mëtal

pat tern

daybreak

prõmpt

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

re lief

finally

gällon

crutch

balloon

ëngine

com mence

earliest

fûrnish

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

speech

finish

dwarf

va cant

cabbage

sëcrët

po et ry

backward

naught

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: Devote two weeks to review of words in left-hand columns, pages 65 to 81.

First week, assign lessons thus: Monday to Thursday, new words, pages 65 to 72 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 73 to 80 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 5 B: FIRST WEEK

5 B—NEW WORDS

ac'cent

clum sy

gov er nor

4 A—REVIEW

petal

major

throne

4 B—REVIEW

isländ

brēathe

ēngīnēer

Monday—"Governor" is derived from "govern." It has the suffix "or." "Govern" is the root word and "governor" the derivative.

im ag ine

li bra ri an

en ter tain

ease

gown

postage

glōbe

whistle

īnstēad

Tuesday—"Postage" is derived from "post." It has the suffix "age." "Post" is the root word and "postage" the derivative.

va ry

of fi cer

dan ger ous

exact

waiter

earnest

briēf

sēldom

knōwlēdge

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

so ci e ty

par a sol

cu ri ous

witty

model

lonesome

freight

fōrtūne

dīrēction

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

swol len

gen er ous

spec ta cle

acre

locate

ceiling

dēnse

fōreīgn

sāndwīch

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 5 B: SECOND WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

bleak

trial

doubt

fraud

nature

lawyēr

crea ture

harvest

plēasūre

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

joist

bait

dēpōt

flu id

prefer

hārbor

safe ty

murmur

hōnēsty

Tuesday—Is "prefer" a root word or a derivative? If a root word, form and spell several derivatives from it.

pur sue

error

kernēl

at tract

magnet

mēdīcīne

fo li age

gloomy

tēmpērāte

Wednesday—Has "gloomy" a suffix? Has any other word in the lesson a suffix? What is a suffix? Tell your teacher.

re spect

injure

dūring

hes i tate

advise

būckle

com mit tee

bundle

prēsīdēt

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

vow el

deal

griēf

in i tial

solid

tōward

vac ci nate

midst

āttēpt

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 5 B: THIRD WEEK

5 B—NEW WORDS

den tal
cen tu ry
ad van tage

4 A—REVIEW

loose
forge
soldier

4 B—REVIEW

rāisin
hīstory
īncrēase

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

help ful
mu si cian
ter ri to ry

organ
benefit
balance

cānoe
ēastēr
pässēngēr

Tuesday—Has "musician" a suffix? If so, pronounce and spell the suffix. Spell the root word.

quote
as cend
con'test

facing
scarlet
subject

ēnoūgh
dītchēs
frēquēnt

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

in va lid
in tel li gent
ma chin er y

favor
walnut
occupy

fierce
stūdiēd
whēthēr

Thursday—"Studied" has the suffix "ed." What is the root word? How was the root changed when suffix was added?

whol ly
jour nal
an cient

region
pointer
shelves

idle
oystēr
pigeon

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

GRADE 5 B: FOURTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

de part

scar

reins

pos i tive

impure

cīphēr

div i dend

magazine

nēithēr

Monday—Study the hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

un ion

appoint

lēttuce

se lect

industry

mountain

nec es sa ry

wholesome

whōlesāle

Tuesday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

vic tor

eager

stīth

fam ine

effect

rēcēive

re li gion

insect

coūrāge

Wednesday—Is "victor" a root word or a derivative? If a root word, form, and spell, several derivatives from it.

jel ly

defeat

rēscūe

sol emn

publish

trōūble

prog ress

farewell

soūthērn

Thursday—"Southern" has the suffix "ern." Pronounce and spell the root word. Is it pronounced the same as with suffix?

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Improve your ability to use the dictionary by (1) reviewing the alphabet occasionally; (2) telling the location of certain letters in the alphabet, as "d" is nearer the first of the alphabet than "k," "t" is nearer the close than "p"; (3) reviewing diacritical markings occasionally; (4) looking up the meaning of one word daily.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 5 B: FIFTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

in dex	station	āmūse
sal ad	comfort	brēath
mus lin	twilight	shīpwreck

Monday—"Comfort" is a root word. By adding the prefix "dis" we form the derivative "discomfort." Spell it.

fea ture	nephew	cōarse
fash ion	prepare	ěscāpe
in struct	immense	mōmēnt

Tuesday—"Fashion" is a root word. By suffixing "able," we form the derivative "fashionable." Tell the meaning of the suffix "able."

text	bail	gōrge
reg u lar	coin	jīngle
rec og nize	zero	căpītāl

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

wis dom	gypsy	search
el e gant	garment	cānāry
con ceal	hammock	quarrēl

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

pier	idea	tīmīd
scene	polar	ěxcēpt
o be di ent	luncheon	īmpōrtānt

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 5B: SIXTH WEEK

5B—NEW WORDS

type
scream
jus tice

4A—REVIEW

icicle
pledge
innocent

4B—REVIEW

sācrēd
prāyer
chīmney

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

knead	choir	blūffs
col lect'	satisfy	sīgnāl
in de pend ent	practice	cōcōon

Tuesday—If we add the suffix "ed" to the word "signal," must we change the spelling of this root? Consult dictionary.

score	fringe	cēdar
di a ry	college	vāpor
in tro duce	similar	pārcēl

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

com et	harness	sōurce
pros per	heedless	squirrēl
al ma nac	mischief	Āmēricā

Thursday—Is "heedless" a root word or a derivative? If a derivative, spell the root.

yolk	witch	cōzy
um pire	laughter	pīānō
nerv ous	strength	bōast

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 5 B: SEVENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

stan za

blade

wēary

wrap per

borrow

author

phy si cian

warrior

sūmmīt

Monday—If we add the suffix "ed" to the root "weary," must we change the spelling of this root? Consult dictionary.

jun ior

echo

āction

ac cept

repair

pōlice

vol ca no

mosquito

cūrtaīn

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

swamp

unfair

vālley

li cense

enemy

āgainst

cash ier

prairie

cāptaīn

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

ruf fle

ticket

silēnce

ig no rant

crimson

dēntīst

con ti nent

neighbor

cārriage

Thursday—Is "neighbor" a root word or a derivative? If a root word, form, and spell, several derivatives from it.

lim it

minor

bāsin

mor tal

onion

dēstroy

vol ume

handkerchief

bārgain

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 5 B: EIGHTH WEEK

5 B—NEW WORDS

as sist

shield

sher iff

4 A—REVIEW

appear

advice

general

4 B—REVIEW

beyond

pastor

address

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

par al lel

de crease

fra grance

though

further

excellent

sponge

climate

disturb

Tuesday—"Excellent" is a derivative. A suffix has been added to the root. Spell the suffix. Was spelling of root changed?

ru in

flo rist

a gree a ble

attic

occur

irrigate

daisy

clever

geography

Wednesday—Has "agreeable" a suffix or a prefix? If so, pronounce and spell suffix or prefix. Have you used it before?

leg end

dil i gent

min is ter

tally

wizard

pantry

pasture

control

shepherd

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Define a "root" word; a "derivative" word; a "suffix"; a "prefix." Do you always know a derivative word when you see one?

At the close of each day's lesson copy into a notebook the words you have misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 5 B: NINTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

worse

fruitful

sīrŭp

cau tion

blizzard

cĕntrāl

ap prove

stomach

kīndnĕss

Monday—Has "fruitful" a prefix or a suffix? If so, it has a root. Form other derivatives from the same root.

tai lor

bicycle

blōck

ce ment

exhibit

sīlvĕr

an nounce

famous

ăvĕnĭe

Tuesday—"Famous" has the suffix "ous." Can you spell the root? Has this suffix occurred before? If so, in what word?

sprain

feeble

news

punc tu al

bureau

tārdy

ex cur sion

equator

stāble

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

jew el

squaw

chĕap

auc tion

charity

ŭpward

foun tain

awkward

sĕpārāte

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

be lief

ankle

sīngle

squall

examine

ŭmbrĕllā

nug get

hardware

couŕrāgeous

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 5 B: TENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

reign

apply

tērrībly

ac cuse

sincere

sūccēd

sau sage

anxious

cōndūct

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

prof it

current

taught

tor rid

courtesy

bōttom

med i cal

cupboard

tribūtāry

Tuesday—In "profit," "t" is the final consonant. If we add the suffix "ed" must we double final consonant? Consult dictionary.

post al

erect

trāde

o pin ion

compass

stīrrūp

fra grant

cleanliness

hōspītāl

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

buoy

fasten

shōot

hos tile

creamery

mūscle

sur round

carpenter

cātērpīllar

Thursday—Has "creamery" a suffix or a prefix? If so, pronounce and spell root. Find another suffix in this lesson.

cit i zen

bashful

tīdy

con tin ue

cushion

ūseful

in ter rupt

conquer

rēquēst

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 5 B: ELEVENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

zone

gable

chēck

breadth

dismiss

ēxpēct

pur pose

educate

mēntion

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

sketch

prow

knōb

quar ry

brood

pōsition

im pa tient

discover

fōrehēad

Tuesday—"Impatient" has the prefix "im." Tell the difference in meaning between the root and this derivative. What does "im" mean?

drear y

cause

certain

pro ceed

arrange

wēlfāre

prov erb

appetite

cōnsēnt

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

rec'ord

panel

truly

cus tom

freedom

quēer

grate ful

elephant

chēstrūt

Thursday—Has "truly" a prefix or a suffix? If so, pronounce and spell root. Form another derivative from this root.

ju ry

biscuit

slice

fla vor

accident

būttōn

op po site

earthquake

vēgētāble

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 5 B: TWELFTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

u nite

expense

lēathēr

con'flict

complete

scāmpēr

ap pear ance

certainly

whirlpōol

Monday—"Appearance" has the suffix "ance." Note spelling. Find another word on this page to whose root you might add this same suffix.

re sult

doughnut

ārmȳ

sen si ble

elsewhere

cōugh

mys ter y

acquainted

hāndful

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

rem e dy

absence

rīnse

de ceive

difficult

wondēr

com rade

calendar

vīnēgar

Wednesday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

af ford

factor

yōke

hum ble

business

chōrūs

guard i an

mucilage

moistūre

Thursday—Is "business" a root word or a derivative? If a derivative, spell the root.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to the phonic chart on page xxxii and spend a few minutes following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 5 B: THIRTEENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

har dy	trough	plāin
an nu al	speech	dawn
be hav ior	Pacific	bännēr

Monday—Has "behavior" a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the root.

height	group	dēck
ver ti cal	rejoice	whāle
aš ton ish	shallow	fināllly

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

view	castle	knōt
car a van	Dutch	ēffōrt
dis ap point	pattern	sālāry

Wednesday—If we add the suffix "ed" to the word "disappoint," do we double the final consonant? Consult the dictionary.

ax le	laundry	fāme
di vis i ble	properly	sŭpply
mul ti pli ca tion	pumpkin	dāylight

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

di a gram	eraser	dēaf
con tra ry	lemonade	earlĭēst
com pan ion	hurricane	hāppĭnēss

Friday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

GRADE 5 B: FOURTEENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

ur chin

vacant

děbt

nu mer al

peddler

dāiry

per mis sion

vineyard

kettle

Monday—Has “permission” a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the root word.

sys tem

relief

crawl

im i tate

wreck

bālloōn

nui sance

service

bäckward

Tuesday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

ob long

value

rānge

mor sel

noble

cōntāin

cir cu lar

surgeon

stātemēnt

Wednesday—Is “value” a root word or a derivative? If a root word, form and spell several derivatives.

wealth

aisle

gēm

chair man

total

pūblīc

ac quaint ance

purchase

wīllīng

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

pal ace

valise

person

drow sy

patient

mānnēr

no bod y

isthmus

anythīng

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 5 B: FIFTEENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

vis i tor

firm

ācōrn

stu dent

poetry

mānāge

min er al

envelope

prīvāte

Monday—"Poetry" is derived from "poet." "Poet" is the root word, and "poetry" the derivative word. "Poetry" has the suffix "ry."

ped al

yeast

worth

dis play

crutch

rēpōrt

ath let ic

merrily

hātchēt

Tuesday—"Merrily" is a derivative containing the suffix "ly." Spell the root. How was it changed when adding suffix?

af fair

quail

ārctīc

ful fill

memory

ābōard

nim ble

relatives

bāndāge

Wednesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

gleam

credit

āble

dis tance

tunnel

fīnīsh

im me di ate

furniture

dāinty

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

tas sel

frolic

āllow

pov er ty

blockade

pārāde

hard ship

alphabet

dāybreāk

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 5 B: SIXTEENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

a dult

perish

fāith

ru ral

nostril

bārbēr

weap on

commence

cābbāge

Monday—By adding the suffix “ful” to the root “faith,” we form “faithful”; by adding the suffix “less” we form “faithless.”

es’say

clover

plow

frig id

tornado

cāmēl

re al ly

brakeman

dēsire

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

seize

plague

wharf

liq uid

plateau

lēctūre

pho to graph

druggist

bāsemēnt

Wednesday—“Seize” is a root word. Form as many derivatives as you can, using this root. Spell these derivatives.

sub urb

bruise

ēlbōw

dis ease

worthy

bārrēl

op er ate

process

bäckbōne

Thursday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 81 to 97.

First week, assign lessons thus: Monday to Thursday, new words, pages 81 to 88 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 89 to 96 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 5A: FIRST WEEK

5A—NEW WORDS

keel
a bode
de cent

5B—REVIEW

fluid
helpful
religion

4A—REVIEW

ācre
thrōne
nātūre

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ton ic

attract

mīdst

fire place

century

ādvice

con quer or

necessary

cēiling

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

em blem

jelly

lōose

wor ship

depart

fācing

gar bage

committee

walnūt

Wednesday—Is "depart" a root word or a derivative? If a root, form and spell three derivatives; if a derivative, spell root.

a broad

swollen

prēfer

glimpse

progress

bēnēfit

sud den ly

intelligent

māgnēt

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

sieve

victor

scār

in stant

wholly

lōnesome

cy clone

generous

māgāzine

Friday—Use the word "victor" as the root word, and try to form two derivatives from it. Spell them.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 5 A: SECOND WEEK

5 A—NEW WORDS

5 B—REVIEW

4 A—REVIEW

keen

dividend

děal

grieve

spectacle

pŭblish

stock ing

advantage

fārewēll

Monday—"Advantage" is derived from "vantage." "Vantage" is the root word, and "advantage" the derivative. "Advantage" has the prefix "ad."

im age

quote

wĭtty

re sign

accent

pětāl

mix ture

vaccinate

ōccŭpy

Tuesday—If we add the suffix "ed" to "occupy," how do we spell the derivative thus formed? Consult dictionary.

le gal

bleak

mōdēl

os trich

foliage

dēfēat

per form

entertain

ĭnjure

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

a dapt

safety

bāit

rid dle

officer

earnēst

mod ern

contest

pōstāge

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

no ti fy

dental

triāl

sug gest

ancient

ěffēct

el e ment

governor

scārlēť

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 5A: THIRD WEEK

5A—NEW WORDS

vi o lin
tur nip
in fan cy

5B—REVIEW

vary
positive
musician

4A—REVIEW

fōrge
shēlves
pointēr

Monday—"Infancy" is derived from "infant." "Infant" is the root word and "infancy" the derivative. "Infancy" has the suffix "cy."

squad	invalid	ēxāct
shin gle	hesitate	wāitēr
prob lem	creature	bālānce

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

cleanse	joist	ēagēr
re solve	ascend	lōcāte
north-ern	society	rēgion

Wednesday—Has the word "northern" a suffix or a prefix? Do you remember studying about the word "southern"? See page 84.

scour	vowel	mājor
meth od	journal	sōldiēr
bou quet	imagine	mûrmûr

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

germ	select	gown
ex cite	parasol	īnsēct
mov a ble	machinery	whōlesome

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

GRADE 5 A: FOURTH WEEK

5 A—NEW WORDS

5 B—REVIEW

4 A—REVIEW

court

fraud

sölld

pan ic

famine

fävor

mag ic

librarian

glōomy

Monday—"Gloomy" contains the root word "gloom" and the suffix "y." Think of another word where "y" forms the suffix.

ca nal

pursue

ërror

gey ser

solemn

bündle

ju ve nile

dangerous

ïmpüre

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

tri fle

initial

örgän

sav age

respect

äppoint

de light

curious

ïndüstry

Wednesday—Find a root word in this lesson to which you can add the suffix "able"; the suffix "ing"; the prefix "dis."

rel ic

union

ëase

pi lot

clumsy

sübject

sec tion

territory

härvest

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a spelling lesson, test yourself before recitation as follows: Look at book; copy first letter of each word; close book; try to complete each word in writing.

Keep a copy of, and study, every word you misspell in daily spelling lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 5A: FIFTH WEEK

5A—NEW WORDS

nat u ral
mam moth
a bun dance

5B—REVIEW

shield
fashion
independent

5A—REVIEW

cōllēge
lūncheon
īnnōcēt

Monday—"Independent" has the root word "depend." Notice that this derivative has both the prefix "in" and the suffix "ent."

fin er y	text	tīckēt
stu pid	wrapper	āppēar
ab rupt	agreeable	warrior

Tuesday—"Abrupt" may be used as the root word for at least two derivatives. Can you think of and spell them?

wage	index	coin
ga rage	umpire	īcicle
en er gy	continent	prāctīce

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

tempt	score	īdēā
tav ern	scene	ādvīce
land scape	accept	hāṅdkērchief

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

ma rine	legend	rēpāir
schol ar	license	hārñēss
im pos si ble	scream	mōsqūtō

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 5 A: SIXTH WEEK

5 A—New Words

5 B—REVIEW

4 A—REVIEW

ref uge

cashier

blāde

con ceit

instruct

ēnemy

prep a ra tion

parallel

hāmmock

Monday—"Cashier" has a suffix. Tell what it is, and spell root. Have you had a word with the same suffix?

cal i co

florist

ūnfāir

sen try

conceal

thōugh

de clare

physician

neighbor

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

o blige

salad

ēchō

pa tron

volume

crīmson

gla cier

minister

twīght

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

com ic

assist

wīzārd

false hood

knead

īrrīgāte

par tic u lar

obedient

strēngth

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

gim let

type

sātīsfy

ab surd

prosper

nēphew

bound a ry

volcano

ēxcēllēnt

Friday—Has "boundary" a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the whole word.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 5 A: SEVENTH WEEK

5 A—NEW WORDS

cav i ty
of fered
ex plode

5 B—REVIEW

yolk
junior
regular

4 A—REVIEW

gypsy
fûrthër
comfort

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

gen ius	limit	zērō
ar ter y	stanza	ōccûr
pre mi um	elegant	mîschief

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

ca det	muslin	tălly
a void	decrease	stātion
for feit	introduce	prāirĭe

Wednesday—Form three derivatives, using the word "forfeit" as the root. Spell these derivatives. Consult dictionary, if necessary.

bea con	pier	choĭr
per suade	ruin	sĭmĭlār
me chan ic	comet	gārmĕnt

Thursday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

rogue	ruffle	ăttĭc
cy press	justice	pōlār
ter ri ble	diligent	păntry

Friday—There is a word in this lesson to which the suffix "ish" may be added. Find it and write the derivative.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 5 A: EIGHTH WEEK

5 A—NEW WORDS

5 B—REVIEW

4 A—REVIEW

strug gle

swamp

plēdge

dec i mal

nervous

bōrrōw

em per or

recognize

hēedlēs

Monday—Is "borrow" a root word or a derivative? If a root word, form, and spell, several derivatives from it.

im pulse

mortal

wītch

ging ham

wisdom

frīnge

treas ures

fragrance

Immēse

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

fau cet

sheriff

bāil

mo las ses

feature

onion

val u a ble

almanac

gēnērāl

Wednesday—"Valuable" is a derivative. If we add to "value," the suffix "less," instead of "able," how is the meaning changed?

kin dle

diary

mīnor

ken nel

collect

prēpāre

in flu ence

ignorant

lāughtēr

Thursday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling them, not after, pausing between syllables in words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 5 A: NINTH WEEK

5 A—NEW WORDS

car go
fif ti eth
poul tice

5 B—REVIEW

squall
citizen
medical

4 A—REVIEW

broöd
dissmiss
stomach

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

con cern
be seech
u ni form

sketch
fragrant
announce

fasten
bashful
discover

Tuesday—Write another word having the same suffix as the one found in "fasten." This should not be difficult.

ice berg
cam er a
thor ough

humble
proverb
sausage

anxious
arrange
earthquake

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Consult dictionary.

huge
se vere
of fense

worse
flavor
impatient

fruitful
compass
mucilage

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

din gy
ar ti cle
kin dred

buoy
mystery
fountain

sincere
current
accident

Friday—"Mystery" is a root word. Form, and spell, a derivative from it. Tell how you formed this derivative.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 5 A: TENTH WEEK

5 A—NEW WORDS

bur den
no ta ry
bril liant

5 B—REVIEW

zone
cement
interrupt

4 A—REVIEW

gāble
fāmoŭs
cālēndār

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

ti tle	nugget	ērēct
skein	quarry	cause
vir tue	opinion	clēanlīnēss

Tuesday—"Cleanliness" is a derivative word. Pronounce and spell the root. Form another derivative from the same root. Spell it.

ar gue	accuse	frēedom
re cent	dreary	cōnquēr
oc cu pant	remedy	ēlēphānt

Wednesday—Find a word on page 100 that means about the same as "dreary." Any similarity in formation of these words?

pul let	caution	prow
mis sion	deceive	bīscuīt
em er ald	opposite	chārīty

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

u ten sil	jewel	būreau
faith ful	custom	ēquātōr
in stance	conflict	coŭrtēsŷ

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 5 A: ELEVENTH WEEK

5 A—NEW WORDS

roy al

hon or

en tire

5 B—REVIEW

sprain

hostile

grateful

4 A—REVIEW

appétite

cūpboard

ēlsewhere

Monday—Is "entire" a root word or a derivative? If a root, form a derivative and spell it.

heir

fright ened

in vi ta tion

reign

postal

appearance

āngle

ēhibit

ēxpēse

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

mil lion

com mit

pro nounce

profit

breadth

continue

fēeble

businēss

certaīnly

Wednesday—In "commit," "t" is the final consonant. When suffix "ed" is added, is final consonant doubled? Consult dictionary, if necessary.

re gret

char ter

con'vent

jury

approve

comrade

blīzzard

cōmplēte

crēamēry

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

ca ble

ul ster

swel ter

unite

auction

guardian

fāctor

difficūlt

cārpēntēr

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 5 A: TWELFTH WEEK

5 A—NEW WORDS

5 B—REVIEW

4 A—REVIEW

li a ble

result

pănĕl

war rant

torrid

cushion

tri umph

punctual

ăcquăintĕd

Monday—Can you find words in this lesson to which you might add the suffix "ant"? Consult dictionary, if necessary.

mere ly

record

bĭcycle

stew ard

surround

ĕdŭcâte

char coal

excursion

ĕxămine

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

hav oc

belief

squaw

or i gin

afford

awkward

tran som

proceed

doughnŭt

Wednesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

rav el

tailor

ăpply

rem nant

purpose

ăbsĕnce

cam phor

sensible

hărdwăre

Thursday—When the suffix "ed" is added to the word "apply," is the spelling of this word changed? See dictionary.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test of the lesson, which is a short, brisk exercise; and the correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 5 A: THIRTEENTH WEEK

5 A—NEW WORDS

for ti fy

man tel

vict uals

5 B—REVIEW

view

nimble

astonish

4 A—REVIEW

worthy

shăllōw

lēmonāde

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

re ceipt

her o ine

pre vi ous

seize

divisible

chairman

aīslē

cāstle

mērrīly

Tuesday—Is “heroine” a root word or a derivative? If a derivative, spell the root.

trea ty

cur few

punc ture

tassel

liquid

contrary

crēdīt

rējoice

īsthmūs

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

lag gard

dis guise

sen si ble

frigid

imitate

athletic

rēliēf

yēast

nōble

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

stat ue

im plore

rec i ta tion

visitor

circular

immediate

servīce

prōpērly

brākemān

Friday—“Visitor” is derived from “visit.” “Visit” is the root word, and “visitor” the derivative. “Visitor” has the suffix “or.”

GRADE 5A: FOURTEENTH WEEK

5A—NEW WORDS

pol i cy .

en treat

in ju ri ous

5B—REVIEW

pedal

really

height

4A—REVIEW

ērāsēr

trōugh

pûrchāse

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

re ceive

fa mil iar

stead i ly

weapon

nuisance

disappoint

tōtāl

mēmōry

pŭmpkĭn

Tuesday—"Steadily" is a derivative word in which the suffix "ly" is found. Spell the root word.

hearth

ad journ

symp tom

hardy

student

poverty

clōvēr

Pācĭfic

vĭneyārd

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

au ger

cu cum ber

com po si tion

axle

palace

photograph

plāgue

tōrnādō

ĕnvēlōpe

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

tu tor

se ri ous

har mo ny

morsel

numeral

acquaintance

quāil

pōētry

pēddlēr

Friday—Can you remember what is told concerning the word "poetry" in a previous lesson? If not, refer to page 95.

GRADE 5 A: FIFTEENTH WEEK

5 A—NEW WORDS

5 B—REVIEW

4 A—REVIEW

de serve

rural

pěřish

flour ish

affair

Dűtch

scar ci ty

vertical

fűrnītűre

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

i tem

system

vălűe

ses sion

disease

wrěck

be gin ning

nobody

pătűtern

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

can cel

essay

crűtch

col o ny

annual

nőstrűl

junc tion

mineral

hűrrűcűne

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

lev el

wealth

spěech

al cove

diagram

pătűěnt

can vas

hardship

sűrűgeon

Thursday—Can you find a word in this lesson from which a derivative may be formed by adding the suffix "y"?

mirth

operate

group

sur plus

distance

vălise

chal lenge

permission

cűmműnce

Friday—"Permission" is a derivative word. What is the root? What letter in the root is omitted in the derivative?

GRADE 5 A: SIXTEENTH WEEK

5 A—NEW WORDS

5 B—REVIEW

4 A—REVIEW

au burn

urchin

tūnnēl

nour ish

display

plāteau

whith er

caravan

lāundry

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

pierce

fulfill

bruise

vil lain

oblong

vācānt

a cad e my

multiplication

drūggist

Tuesday—Is "multiplication" a root word or a derivative? If a derivative, spell the root.

ounce

suburb

firm

ac tu al

drowsy

rēlātīves

tres pass

companion

blōckāde

Wednesday—Find three words in this lesson to which the suffix "ly" may be added. Write these words, adding suffix.

weird

adult

frōlic

ho sier y

gleam

prōcēss

stag nant

behavior

ālphābēt

Thursday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 97 to 113.

First week, assign lessons thus: Monday to Thursday, new words, pages 97 to 104 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 105 to 112 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 6B: FIRST WEEK

6B—NEW WORDS

ex'port
ad mi ral
un known

5A—REVIEW

keen
violin
shingle

5B—REVIEW

quōte
rēspect
ēntērtāin

Monday—"Unknown" is derived from "know." "Know" is the root word, and "unknown" the derivative. "Unknown" has the prefix "un."

proof	image	vāry
troop	delight	fōllāge
width	worship	nēcēssāry

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ob'ject	court	sāfety
mel o dy	decent	dāngēroūs
knuck le	perform	māchinēry

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

fu el	suggest	dēpārt
guilt	method	joŭrnāl
cho sen	fireplace	spēctācle

Thursday—"Chosen" is derived from "choose." "Choose" is the root word and "chosen" the derivative. "Chosen" has the suffix "en."

booth	excite	blēak
en large	geyser	cēntŭry
de liv er	instant	cōmmittēe

Friday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 6B: SECOND WEEK

6B—NEW WORDS

lo cal
in quire
de pos it

5A—REVIEW

turnip
section
glimpse

5B—REVIEW

ĩnĩtĩđĩ
ăccĕnt
hĕlpful

Monday—Using “local” as the root word, form and spell a derivative by adding a suffix beginning with a vowel. See vowels, page xxxii.

re cite
trol ley
or phan

resign
grieve
movable

joĩst
cĕntĕst
ĩmăġĩne

Tuesday—In “contest,” “test” is the root word and “con” the prefix, meaning “against.” Form, and spell, another derivative from this.

se cure
vis i ble
trans fer'

abode
notify
savage

vĩctor
whŏlly
govĕrnor

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

na val
tal low
length en

tonic
scour
riddle

swŏllen
rĕlĩgĩon
văccĩnăte

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

fu ri ous
in te ger
e lec tric

panic
squad
cyclone

crĕăture
đĩvĩđĕnd
ădvăntăġe

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 6 B: THIRD WEEK

6 B—NEW WORDS

neglect
threaten
moderate

5 A—REVIEW

pilot
magic
stocking

5 B—REVIEW

union
pursue
society

Monday—Synonyms are words of like meaning. Can you give and spell a synonym for the word "neglect"?

power	ostrich	ascend
syllable	abroad	famine
probably	infancy	library

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

usual	keel	solemn
firmly	trifle	ancient
balcony	modern	parasol

Wednesday—Adding "ly" to "usual," we have "usually"; placing "un" before "usual," we have "unusual." Is meaning changed in either case?

estate	resolve	vowel
discord	cleanse	progress
fanful	emblem	generous

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

scale	relic	jelly
instantly	sieve	fraud
uncertain	bouquet	hesitate

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

GRADE 6B: FOURTH WEEK

6B—NEW WORDS

5A—REVIEW

5B—REVIEW

thrift

canal

sēlēct

ver dict

adapt

clūmsy

shoul der

mixture

tērrītōry

Monday—What is a synonym? Antonyms are words of opposite meaning. Find a word in this lesson that has an antonym.

cre ate

problem

ōfficēr

fran tic

juvenile

ātttract

del i cate

suddenly

īntēllīgēnt

Tuesday—Write two derivatives, adding to the root "attract," two suffixes, each beginning with the vowel "i." Consult the dictionary.

go pher

legal

dēntāl

fes ti val

northern

cūrīous

em pha sis

conqueror

pōsītīve

Wednesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

tor rent

germ

flūid

ve hi cle

garbage

īnvālīd

scen er y

element

mūsīciān

Thursday—Arrange words alphabetically with reference to first letters; arrange them alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Improve your ability to use the dictionary by (1) reviewing the alphabet occasionally; (2) telling the location of certain letters in the alphabet, as, "d" is nearer the first of the alphabet than "k," "t" is nearer the close than "p"; (3) reviewing diacritical markings occasionally; (4) looking up the meaning of one word daily.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 6 B: FIFTH WEEK

6 B—NEW WORDS

5 A—REVIEW

5 B—REVIEW

knack

genius

featŭre

mas sive

cypress

vŏlcānō

oc ca sion

landscape

īnrŏdŭce

Monday—"Volcano" is singular in form and means only one. Spell the plural form, meaning more than one, of "volcano."

plu ral

calico

shĕrĭff

re ward

refuge

fāshion

tan dem

offered

wrăppĕr

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

yacht

oblige

tĕxt

in spire

abrupt

jŭstĭce

ven ture

decĭmal

cāshĭĕr

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

fab ric

wage

scĕne

wedge

cadet

prŏspĕr

e qual ly

treasures

păřăllĕl

Thursday—Do you remember what synonyms and antonyms are? If not, refer to pages 115 and 116. Write an antonym for "prosper."

art ist

gimlet

type

di gest'

tavern

ŭmpĭre

cus tom er

molasses

vŏlŭme

Friday—Think the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 6 B: SIXTH WEEK

6 B—NEW WORDS

5 A—REVIEW

5 B—REVIEW

frag ile

artery

ĩnděx

scratch

scholar

dĩary

grum ble

struggle

junior

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

zeph yr

sentry

đssĩst

skill ful

beacon

ĩnstrũct

va ri e ty

conceit

physĩciđn

Tuesday—The written form of some words may be shortened by using an abbreviation. Write the abbreviation for "physician."

neigh

explode

rũffle

ur gent

natural

cŏncēal

splen dor

falsehood

dēcŕēase

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

or a tor

stupid

cŏllěct

pres ence

absurd

lěgěnd

stu di ous

terrible

ŏbēdĩěnt

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

trop ic

garage

ruĩn

scheme

kennel

knēad

prop er ty

impulse

đgrēēable

Friday—Write a derivative, adding to the root word "ruin," a suffix beginning with a vowel other than "i" or "e."

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 6B: SEVENTH WEEK

6B—NEW WORDS

5A—REVIEW

5B—REVIEW

ci der

cavity

sălăd

awn ing

marine

stănză

dis a gree

emperor

mînistěr

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

cel er y

kindle

cômět

ea ger ly

glacier

swamp

au di ence

preparation

rêgălăr

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

spe cial

mechanic

scōre

sus tain

mammoth

êlêgănt

in ser tion

particular

îgnôrănt

Wednesday—Write an antonym for "ignorant"; also a synonym. Spell an antonym and a synonym for another word in the lesson.

tal ent

avoid

piēr

leop ard

finery

dîlîgênt

ten e ment

influence

frăgrănce

Thursday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

mo lest

tempt

yōlk

out rage

faucet

lîmît

tel e phone

boundary

flōrîst

Friday—What did you learn on page 117 about the plural of "volcano"? Write the plural of "boundary." See page vi.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 6B: EIGHTH WEEK

6B—NEW WORDS

plaid
reg is ter
u ni verse

5A—REVIEW

forfeit
premium
impossible

5B—REVIEW

mŭslĭn
mōrtāl
almánăc

Monday—Write a derivative adding to the root "mortal," a suffix beginning with a consonant. Is meaning of root changed?

per il	patron	licēse
hy drant	declare	nervouŭs
judg ment	gingham	rĕcōgnĭze

Tuesday—Is "judgment" a root word or a derivative? If a derivative, spell the root.

so cial	comic	shiēld
or di na ry	rogue	wĭsdom
pro vi sion	abundance	īndĕpĕndĕnt

Wednesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

tar get	energy	ăccĕpt
pen sion	valuable	scrĕam
na tion al	persuade	cōntĭnĕnt

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Define a "root" word; a "derivative" word; a "suffix"; a "prefix." Do you always know a derivative word when you see one?

At the close of each day's lesson copy into a notebook the words you have misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 6B: NINTH WEEK

6B—NEW WORDS

fac ul ty
ves ti bule
can di date

5A—REVIEW

concern
warrant
frightened

5B—REVIEW

törrid
frägränt
guärdiän

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

cap tive

virtue

drēary

brav er y

beseech

sausāge

dis ap pear

pronounce

İntërrüpt

Tuesday—"Disappear" is derived from "appear"; "appear" is the root and "disappear" the derivative. "Disappear" has the prefix "dis." Tell its meaning.

ra ti o

cable

zōne

mi li tia

argue

auction

town ship

camera

sënsible

Wednesday—Copy words of more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

prey

pullet

skëetch

qual i ty

article

rëcörd

op po nent

steward

pŭñctüäl

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

vig or

burden

tāilor

fi nance

utensil

flāvor

nu mer ous

transom

äppëarānce

Friday—Write an antonym for "numerous"; a synonym. What is an antonym? A synonym? See pages 115 and 116.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 6 B: TENTH WEEK

6B—NEW WORDS

ca non
el e vate
drain age

5 A—REVIEW

cargo
entire
invitation

5 B—REVIEW

accūse
dēcēive
ōpinion

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

ge'ni al	skein	bēliēf
in spec tor	convent	cūstom
hu man i ty	uniform	cōntīnue

Tuesday—Is "humanity" a root word or a derivative? If a derivative, spell the root word.

stanch	ulster	hōstīle
u nique	severe	prōcēed
vice roy	occupant	ēxcūrsion

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

quaint	heir	hūmble
trans it	kindred	pūrpose
re al ize	triumph	ānnounce

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

lei sure	merely	jury
ob scure	notary	worse
no ta ble	instance	mēdīcāl

Friday—Form a derivative, adding to the root "leisure," a suffix beginning with a consonant. Spell the derivative.

GRADE 6 B: ELEVENTH WEEK

6 B—NEW WORDS

loi ter
vague
sur face

5 A—REVIEW

fiftieth
million
charter

5 B—REVIEW

reign
résult
pōstāl

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

tid al	title	squall
ga zette	iceberg	rēmēdy
mar i ner	swelter	sŭrround

Tuesday—In writing the plural form of "remedy," how should you spell it? What does "plural form" mean? See page vi.

oath	liable	brēadth
sa li va	offense	grāteful
fa tigue	mission	fountaĭn

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

pen al ty	dingy	ăffōrd
so lu tion	origin	quarry
prec i pice	faithful	cēmēt

Thursday—Form two other derivatives, adding to the word "faithful," suffixes beginning with consonants. Spell these two derivatives.

con sume	ravel	caution
tap es try	honor	cōnflĭct
stam pede	havoc	ōppōsĭte

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 6 B: TWELFTH WEEK

6B—NEW WORDS

di am e ter
me rid i an
par a graph

5A—REVIEW

commit
poultice
remnant

5B—REVIEW

nŭggĕt
prŏvĕrb
cŏmrāde

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

o a sis

regret

buoy

ed i tor

recent

jewĕl

ten dril

thorough

tŭnĭte

Tuesday—Has "editor" a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the root word.

can o py

huge

prŏfit

sul phur

emerald

sprāin

peas ant

charcoal

mystĕry

Wednesday—Write a synonym for the word "profit"; an antonym. Think of some other word with its synonym and antonym.

ru mor

royal

cĭtĭzĕn

sus pect

brilliant

āpprove

sig na ture

camphor

ĭmpātĭĕnt

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to the phonic chart on page xxxii, and spend a few minutes following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 6 B: THIRTEENTH WEEK

6 B—NEW WORDS

5 A—REVIEW

5 B—REVIEW

typ i cal

auburn

wēalth

pa tience

disguise

pōvērty

safe guard

scarcity

pērmīssion

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

en vi ous

implore

hārdy

de sir ous

adjourn

nōbōdy

ac cu rate

beginning

phōtōgraph

Tuesday—"Desirous" is a derivative. Has it a prefix or a suffix? Spell its root. Form another derivative from this root.

flu ent

villain

tāssel

brev i ty

receive

height

cal cu late

previous

vīſitor

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

ag ile

treaty

view

cha rade

junction

ōblōng

ap plaud

challenge

hārdshīp

Thursday—Think the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

fath om

actual

ăxle

brig and

serious

dīsplāy

cat a ract

stagnant

īmmēdiāte

Friday—Write a derivative, adding to "fathom," a suffix beginning with a consonant. Does suffix change meaning of word?

GRADE 6B: FOURTEENTH WEEK

6B—NEW WORDS

gen der
am bi tious
prov i dence

5A—REVIEW

item
deserve
laggard

5B—REVIEW

pedāl
tŭrchŭn
cōmpānion

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

re lieve	surplus	rurāl
fer vent	whither	ānnŭāl
a ban don	injurious	ācquāintānce

Tuesday—Form a derivative by adding to "annual" a suffix beginning with a consonant. Spell the derivative.

stee ple	mantel	drowsy
sten cil	familiar	wēapon
blem ish	trespass	verticāl

Wednesday—Is "familiar" a root word or a derivative? If a root word, form and spell a derivative.

coast al	pierce	stūdēt
mir a cle	canvas	ōpērāte
schoon er	heroine	disāppoint

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

nov ice	tutor	rēālly
ra di ant	curfew	glēam
dis turb ance	composition	diāgrām

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 6B: FIFTEENTH WEEK

6B—NEW WORDS

gram mar
oint ment
at trac tive

5A—REVIEW

flourish
symptom
recitation

5B—REVIEW

sēize
īmītāte
cōntrāry

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

al ien

entreat

līquīd

ro mance

nourish

bēhāvior

dis cour age

harmony

chāirmān

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

span iel

cancel

ādūlt

te dī ous

fortify

āffāir

o rig i nal

steadily

mīnērāl

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

tab leau

ounce

sūbūrb

clas si fy

alcove

dīstānce

en cour age

receipt

mūltīplīcātion

Thursday—Write as many derivatives as you can, using the root word of "encourage" with other prefixes or suffixes. Watch spelling.

bulk

auger

nīmble

quire

mirth

dīsēase

prom i nent

puncture

cīrcūlār

Friday—Can you write a synonym and an antonym for the word "prominent"? Consult the dictionary, if necessary.

GRADE 6 B: SIXTEENTH WEEK

6 B—NEW WORDS

banquet
admirable
dictionary

5 A—REVIEW

statue
session
academy

5 B—REVIEW

ěssāy
fulfill
ăstōnīsh

Monday—Is “banquet” a root word or a derivative? If a root word, form and spell a derivative.

entitle	level	ăthlĕtĭc
contact	policy	nūmĕrāl
stationery	hosiery	nūisănce

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

gentle	hearth	frĭgĭd
crystal	victuals	system
apology	cucumber	cărăvăn

Wednesday—Spell the plural of the word “apology.” Write the plurals for other words in this lesson. See page vi.

colide	weird	pălăce
oxygen	colony	mōrsĕl
dictionary	sensible	dĭvĭsĭble

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 113 to 129. *First week,* assign lessons thus: Monday to Thursday, new words, pages 113 to 120 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 121 to 128 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 6 A: FIRST WEEK

6 A—NEW WORDS

dis mal
ev i dent
plat form

6 B—REVIEW

recite
admiral
threaten

5 A—REVIEW

cōurt
viōlīn
ābōde

Monday—Write a derivative, adding to "recite," a suffix beginning with a vowel. Form other derivatives from this root.

ten ant

power

rēlīc

sei zure

export

shīngle

gen u ine

moderate

fireplāce

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

surge

firmly

īnstānt

sanc tion

syllable

pērfōrm

or gan ize

unknown

nōrthērn

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Consult dictionary.

frig ate

width

griēve

stor age

trolley

bouquet

peace a ble

probably

juvēnīle

Thursday—"Peaceable" is a derivative. It has the suffix "able." The root is "peace." Write other derivatives, using this same root.

vi sion

proof

sūggēst

man tle

visible

worship

al low ance

neglect

movāble

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 6A: SECOND WEEK

6A—NEW WORDS

cor dial

en liv en

in ven tion

6B—REVIEW

troop

usual

secure

5A—REVIEW

pǎnċ

riddle

nōtġfy

Monday—Form a derivative by adding to the word "cordial" some suffix not beginning with "i." Spell this derivative.

trib ute

di a logue

ref er ence

discord

knuckle

balcony

kēel

geysēr

cyclōne

Tuesday—Write the plural of the word "balcony." If you are not sure of the spelling, see page vi.

su preme

gra cious

reg i ment

estate

melody

transfer

tōnċ

squad

sǎvāge

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

ve to

a dept

tri ple

thrift

object

fanciful

tûrnġp

dēlight

glġmpse

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

guise

ter race

con struct'

fuel

scale

instantly

rēsġgn

sēction

stōckġng

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 6A: THIRD WEEK

6A—NEW WORDS

se ries

pro noun

per pet u al

6B—REVIEW

guilt

tallow

shoulder

5A—REVIEW

sleeve

element

mixture

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

shrewd

can did

brawn y

create

chosen

verdict

resolve

abroad

modern

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

sur vey'

ex clude

ad ver tise

frantic

enlarge

scenery

decant

method

infancy

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

e quip

drudge

con tra dict

booth

delicate

lengthen

germ

magic

emblem

Thursday—Form a word by adding to "lengthen" a suffix beginning with a vowel. Spell this derivative.

slan der

por trait

oc cur rence

naval

torrent

deliver

pilot

trifle

ostrich

Friday—Is "occurrence" a root word or a derivative? If a derivative, spell the root.

To teachers: See "Phonic Chart," page xxxii.

GRADE 6A: FOURTH WEEK

6A—NEW WORDS

6B—REVIEW

5A—REVIEW

stu di o

gopher

lēgāl

re li a ble

vehicle

īmāge

pos si ble

deposit

pröblēm

Monday—Spell a synonym for "reliable." Write an antonym for this word, using a suffix or prefix with the original word.

pa tri ot

inquire

clēanse

ac ro bat

furious

gārbāge

en cir cle

festival

süddenly

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

del uge

local

cānāl

slug gish

integer

āđāpt

e qual i ty

emphasis

cōñquēror

Wednesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

sul len

orphan

kēen

be grudge

electric

scour

sec re ta ry

uncertain

ěxcīte

Thursday—Has "uncertain" a suffix or a prefix? If so, spell the root. Form some other derivative from this root.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book; copy first letter of each word; close book; try to complete each word in writing.

Keep a copy of, and study, every word you misspell in daily lessons and in written compositions.

Carry, to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 6A: FIFTH WEEK

6A—NEW WORDS

ro ta ry

saun ter

prob a ble

6B—REVIEW

target

scratch

occasion

5A—REVIEW

rōgue

ārtēry

nātūrāl

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

skel e ton

am bi tion

con trib ute

talent

reward

variety

stūpīd

tērrīble

pārtīcūlār

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

rein

en grave

ex e cute

inspire

hydrant

studious

tēpt

mēchānīc

prēpārātion

Wednesday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

con sul

sun dry

re cruit

peril

disagree

customer

glācier

bēacon

mārine

Thursday—Form a word by adding to the word "peril" a suffix not beginning with "i." Spell the word.

sci ence

crev ice

dep u ty

social

insertion

property

ābsūrd

ēxplōde

gīnghām

Friday—Write the plural of "deputy." See page vi. Can you define "deputy"? If not, consult the dictionary.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 6 A: SIXTH WEEK

6 A—NEW WORDS

ex cel
ba na na
sub tra hend

6 B—REVIEW

fragile
scheme
pension

5 A—REVIEW

cōmīc
faucēt
māmmōth

Monday—In "excel," "l" is the final consonant. When we add the suffix "ed," must we double this final consonant?

feud	eagerly	avoid
ri val	leopard	finery
su perb	massive	persuade

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

se crete	orator	wāge
a bol ish	plural	cāvity
pyr a mid	special	tāvern

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

coun cil	wedge	pātron
drought	urgent	ēmpēror
spec i men	ordinary	īmpōssible

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

pur suit	plaid	dēclāre
rai ment	artist	trēastres
ser e nade	telephone	boundāry

Friday—In "boundary," "bound" is the root. By adding "less" to the root, we have "boundless." How do these derivatives differ in meaning?

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 6A: SEVENTH WEEK

6A—NEW WORDS

plead
ad mit
fron tier

6B—REVIEW

neigh
zephyr
provision

5A—REVIEW

rĕfūge
kindle
fôrfeĭt

Monday—Is "provision" a root word or a derivative? If a derivative, spell the root.

league
ut most
vic to ri ous

digest
celery
awning

oblĭge
cypřess
ăbŭndănce

Tuesday—Can you write another derivative, using the root word in the word "victorious" with some other suffix?

bounce
ges ture
con'gress

knack
national
presence

gĭmlĕt
ĕnĕrgy
prēmĭŭm

Wednesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

hal i but
mu si cal
re cent ly

yacht
sustain
universe

cădĕt
strŭggle
lăndscăpe

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

suc cess
wit ness
im prov ing

fabric
molest
register

călĭcō
ĭmpŭlse
ĭnfluĕnce

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Words Frequently Misspelled When Writing,"
page xxii.

GRADE 6A: EIGHTH WEEK

6A—NEW WORDS

dis tress

jew el ry

en deav or

6B—REVIEW

cider

equally

splendor

5A—REVIEW

ăbrŭpt

gēniŭs

falsehōōd

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

yon der

tact ful

out ward

tropic

grumble

tenement

sēntry

gārāge

mōlăssēs

Tuesday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to the first two letters.

de bris

pop u lar

stand ard

skillful

outrage

tandem

schōlar

ōffēred

děcīmāl

Wednesday—Give a synonym for "skillful"; an antonym. Consult your dictionary for the spelling of these two words, if necessary.

sphere

pru dent

con sid er

venture

audience

judgment

kēnnēl

cōncēit

vāltuāble

Thursday—Spell the root word in the derivative "valuable." How does the derivative "valueless" differ in meaning from "valuable"?

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling, not after, and pause between syllables in words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 6 A: NINTH WEEK.

6 A—NEW WORDS

mon i tor

en coun ter

ad van ta geous

6 B—REVIEW

loiter

drainage

vestibule

5 A—REVIEW

cārgō

bārden

ōccūpānt

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

i vo ry

co lo ni al

mil li ner y

genial

bravery

solution

skein

bēsēech

prōnounce

Tuesday—"Genial" is a root word. Write a derivative, using a prefix. What does this derivative mean?

e ter nal

suit a ble

venge ance

leisure

militia

consume

ēntire

cāmērā

īnstānce

Wednesday—Copy words of more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

gar ret

om ni bus

plas ter er

transit

canopy

diameter

cāble

ārticle

warrānt

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

un u su al

as sist ance

friend ship

rumor

gazette

numerous

hāvōc

rēmnrānt

frīghtened

Friday—"Unusual" is a derivative. Write another derivative, adding to the root a suffix beginning with a consonant.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 6 A: TENTH WEEK

6 A—NEW WORDS

cul ti vate

wam pum

res tau rant

6 B—REVIEW

vague

faculty

notable

5 A—REVIEW

hōnor

nōtāry

mīssion

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

mo tor

sub due

per form ance

vigor

elevate

penalty

liāble

fiftiēth

cōnvēt

Tuesday—To “vigor” as the root word, add a suffix beginning with a vowel. Spell the derivative.

di min ish

or ches tra

hand i cap

tidal

realize

captive

tītle

fāithful

ūnīfōrm

Wednesday—Give a synonym for the word “diminish”; an antonym. Can you write good sentences containing these words?

yearn

tu i tion

sur ren der

oath

peasant

opponent

ūlstēr

sēvēre

īnvītātion

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

a dorn

ho ri zon

con ven tion

viceroy

signature

paragraph

kīndrēd

trānsom

triūmph

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 6 A: ELEVENTH WEEK

6 A—NEW WORDS

or de al
pre cious
suf fi cient

6 B—REVIEW

finance
surface
tapestry

5 A—REVIEW

royāl
ēmērdld
brīlliānt

Monday—Is the word "tapestry" singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

dread ful	oasis	dīngy
treas ur y	unique	mīllion
ven ti late	candidate	chārtēr

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

in ter est	editor	ūtēnsīl
com'merce	quaint	swēltēr
ad ven ture	inspector	pōultīce

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

re fus al	ratio	rēcēt
ob sta cle	fatigue	īceberg
ma jor i ty	meridian	chārcōal

Thursday—Write a word, adding to the word "recent" a suffix beginning with a consonant. What does this derivative mean?

al though	saliva	rāvel
tes ti mo ny	sulphur	ōffēnse
com mand ment	quality	steward

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 6A: TWELFTH WEEK

6A—NEW WORDS

an ces tor

guid ance

choc o late

6B—REVIEW

prey

obscure

mariner

5A—REVIEW

hūge

virtūe

pullēt

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

leg a cy

pri ma ry

moc ca sin

township

stampede

humanity

ārgūe

rēgrēt

cōmmīt

Tuesday—When we write the past form of the word "commit," must we double the final consonant? Spell this past form.

sap phire

vig or ous

squan der

stanch

suspect

disappear

heir

ōrīgīn

cōncern

Wednesday—Write a word, adding to "vigorous," a suffix beginning with a consonant. "Vigorous" is a derivative. What is the root?

in her it

min strel

port a ble

cañon

tendrīl

precipice

mērely

thorōugh

cāmphor

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test of the lesson, which is a short brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 6A: THIRTEENTH WEEK

6A—NEW WORDS

o ri ole
in sur ance
au to mo bile

6B—REVIEW

gender
typical
tableau

5A—REVIEW

măntel
dêserve
hărmōny

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

tex ture	relieve	cănvăs
se mes ter	envious	sărplūs
in ter view	banquet	hěrōīne

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

hy gi ene	brevity	noŭrīsh
cus to dy	contact	fāmīliār
dis as ter	ointment	pŭnctŭre

Wednesday—Spell the antonym for "brevity"; the synonym. Are there any other words in this lesson for which you can give antonyms and synonyms?

ver i fy	crystal	ădjoŭrn
med ley	original	trěspăss
rev e nue	brigand	īnjurioŭs

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

mi crobe	coastal	tŭtor
grad u ate	encourage	piěrce
rheu ma tism	disturbance	rēcītātīon

Friday—Spell the suffix in the word "disturbance." Can you give another word having the same suffix? Can you spell it?

GRADE 6 A: FOURTEENTH WEEK

6 A—NEW WORDS

6 B—REVIEW

5 A—REVIEW

but ler

entitle

itēm

fa tal ly

fathom

fōrtify

leg is late

ambitious

floŭrīsh

Monday—When we write the form of “fortify” that ends in “ed,” how do we change the spelling of “fortify”?

skimp

miracle

cāncēl

tyr an ny

radiant

rēcēipt

per se vere

safeguard

stēādily

Tuesday—Is “steadily” a root word or a derivative? If a derivative, spell the root.

oc tave

blemish

ālcōve

log i cal

desirous

aubŭrn

priv i lege

grammar

sēnsible

Wednesday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

taunt

spaniel

ēntrēat

man u al

applaud

stāgnānt

sub sti tute

dictionary

cūcūmbēr

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

tro phy

alien

wēird

un a ware

quire

ounce

man u script

admirable

ācādēmy

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 6 A: FIFTEENTH WEEK

6 A—NEW WORDS

mu se um
port fo li o
es pe cial ly

6 B—REVIEW

collide
stencil
cataract

5 A—REVIEW

heārth
cōlōny
vīctuals.

Monday—Analyze the derivative word “especially,” telling root and prefix and suffix, if any; also, telling the meaning of the root.

il le gal	bulk	trēaty
de scend ant	stationery	sēssion
rec om mend	providence	symptom

Tuesday—The derivative “illegal” has the root “legal” and the prefix “il.” Using this root word, write other derivatives.

so pra no	oxygen	lěvĕl
di plo ma	patience	dīsguīse
mon o gram	attractive	cōmpōsītion

Wednesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

lux u ry	fluent	stātūe
spec u late	tedious	sērīōŭs
pam phlet	discourage	bēgīnnīng

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

pshaw	charade	pōlīcy
ce re als	schooner	vīllaīn
av a lanche	stationary	hōsīēry

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 6A: SIXTEENTH WEEK

6A—NEW WORDS

6B—REVIEW

5A—REVIEW

op tion

agile

implōre

ad verb

romance

jūnction

mag i cal

prominent

chālłenge

Monday—Do you know what an adverb is? If your dictionary does not tell you so you understand, ask your teacher.

fas ci nate

fervent

rēcēive

ge ra ni um

apology

whithēr

pro fi cient

calculate

prēvīoūs

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

irk some

steeple

augēr

stock ade

genteel

cūrfew

mas cu line

accurate

āctūāl

Wednesday—Form, and spell, derivatives from "accurate," using both prefix and suffix. Tell the meaning of the prefix you have used.

se ri als

novice

mirth

par tial

classify

lāggård

il lus trate

abandon

scārcity

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 129 to 145. *First week*, assign lessons thus: Monday to Thursday, new words, pages 129 to 136 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 137 to 144 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 7 B: FIRST WEEK

7 B—NEW WORDS

coil
grad u al
con stant

6 A—REVIEW

sullen
frigate
gracious

6 B—REVIEW

firmly
ěxpōrt
ěnlārgē

Monday—Write two derivatives, using the word "constant" as the root. Let one derivative have a suffix, the other a prefix.

surf	mantle	thrĭft
pos sess	sanction	fěstĭvāl
ma te ri al	reference	shōulděr

Tuesday—Write a derivative, adding to the word "sanction" a suffix not beginning with the vowel "i." Define this derivative.

lat ter	triple	ĭnquĭre
in vest	dismal	fūrĭouš
em pire	cordial	mōděrāte

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

av er age	tenant	ōbjěct
com bine	brawny	něglěct
down cast	construct	děpōsĭt

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

du et	survey	ădmĭrăl
pen nant	contradict	trănsfer
ste nog ra phy	occurrence	ĭnstăntly

Friday—Think the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 7 B: SECOND WEEK

7 B—NEW WORDS

sluice
nick el
prin ci ple

6 A—REVIEW

adept
vision
equality

6 B—REVIEW

sécûre
gōphēr
ŭknōwn

Monday—Has the word "equality" a suffix or a prefix? If so, pronounce and spell the suffix or prefix.

gnat
cham pi on
ad mis si ble

equip
series
tribute

lōcāl
chōsen
mēlōdy

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

dahl ia
cen sus
ex te ri or

exclude
encircle
organize

nāvāl
thrēaten
ēmphāsīs

Wednesday—"Encircle" is derived from "circle." "Circle" is called the root word and "encircle" the derivative. "Encircle" contains the prefix "en."

ar riv al
cloth ier
del e gate

studio
seizure
begrudge

verdict
bālcōny
fānciful

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

par ti tion
for tu nate
mort gage

slander
evident
regiment

ŭstādī
width
tōrrēt

Friday—Does this lesson contain any syllables whose vowel sounds are formed by a combination of two letters?

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 7 B: THIRD WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

ten or
van i ty
re quire

guise
acrobat
possible

powēr
ôrphăn
întêgēr

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

rad ish
o ver alls
pe cul iar

shrewd
platform
secretary

fūĕl
scēnēry
syllāble

Tuesday—Define the word "shrewd." Give a synonym for it; an antonym. Spell these two words.

a gen cy
fa vor ite
con spic u ous

drudge
sluggish
dialogue

tăllōw
frăntĭc
dĕlicāte

Wednesday—"Favorite" is derived from "favor." "Favor" is called the root word and "favorite" the derivative. "Favorite" contains the suffix "ite."

haunt
de mand
em i grant

enliven
supreme
perpetual

prōōf
dĭscōrd
knŭckle

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

as sess
in tel lect
em bank ment

genuine
advertise
peaceable

rĕcĭte
vĭsĭble
vehĭcle

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

GRADE 7 B: FOURTH WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

cra vat

candid

guilt

jeal ous

storage

boōth

rec ol lect

pronoun

prōbably

Monday—Has “pronoun” a suffix or a prefix? If so, pronounce, spell, and give the meaning of the suffix or prefix.

pro cure

deluge

crēate

def i ni tion

patriot

lēngthen

ex traor di na ry

portrait

ūncertain

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

de file

veto

trōop

se cre cy

terrace

ēstāte

cel e brate

invention

dēlīvēr

Wednesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

pat ent

surge

scāle

trai tor

reliable

trōlley

cor nice

allowance

ēlēctric

Thursday—“Reliable” is a derivative, having the suffix “able.” How is the spelling of the root changed in this derivative?

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Improve your ability to use the dictionary by (1) reviewing the alphabet occasionally; (2) telling the location of certain letters in the alphabet, as, “d” is nearer the first of the alphabet than “k,” “t” is nearer the close than “p”; (3) reviewing diacritical markings occasionally; (4) looking up the meaning of one word daily.

Carry to future reviews words misspelled in each monthly review.

To teachers: See “Phonetic Words,” page xxiv.

GRADE 7 B: FIFTH WEEK

7 B—NEW WORDS

be tray
coun ter feit
at mos phere

6 A—REVIEW

league
deputy
recruit

6 B—REVIEW

tālěnt
ēagěrly
vēntūre

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

fiord	rein	neigh
dis count	congress	tārgět
ex plor ers	serenade	jűdgměnt

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

re volve	plead	rěward
pre tend	yonder	spěciāl
lo cal i ty	improving	nātionāl

Wednesday—Write as many derivatives as you can, using the word "special" as a root word. Use both prefixes and suffixes.

glo ri ous	superb	sōciāl
so cia ble	bounce	ōrātor
com pe tent	consider	skīllful

Thursday—Form and spell a derivative by adding to the word "superb" some suffix beginning with a consonant.

re duce	saunter	fābrīc
con di tion	popular	cělěry
in di vid u al	recently	īnspīre

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 7 B: SIXTH WEEK

7 B—NEW WORDS

a chieve
rep re sent
pen in su la

6 A—REVIEW

crevice
outward
subtrahend

6 B—REVIEW

wēdge
frāgile
cūstomēr

Monday—Pronounce and spell an antonym for the word "fragile"; a synonym. Construct good sentences using these two words.

quan ti ty

raiment

trōpīc

e con o my

prudent

stūdioŭs

sat is fac tion

contribute

dīsagrēe

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

purs er

débris

outrāge

a bil i ty

utmost

ūnīverse

su pe ri or

success

tēnēmēt

Wednesday—Form a derivative by adding to the word "outrage" some suffix beginning with a vowel. Be careful about spelling.

de ci sion

abolish

ārtīst

cu ri os i ty

halibut

zēphyr

me trop o lis

council

pēnsion

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

lib er al

feud

tāndēm

do mes tic

sphere

prōpērtý

el o quence

specimen

ōrdīnāry

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "*How to Direct the Study of Spelling*," page xx.

GRADE 7 B: SEVENTH WEEK

7 B—NEW WORDS

fix ture
ex treme
a bun dant

6 A—REVIEW

consul
science
probable

6 B—REVIEW

pěrl
dĭgěst
măssĭve

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

gui tar	pursuit	ûrgěnt
car di nal	banana	schēme
ad jec tive	engrave	scrătch

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

cab i net	secrete	cĭděr
vi a duct	witness	yacht
ex ist ence	ambition	prôvĭsion

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

com i cal	sundry	plăid
san i ta ry	musical	ĭnsertion
or na ment	standard	tělēphōne

Thursday—Has the word "musical" a prefix or a suffix? If so, pronounce and spell the prefix or suffix.

du ra ble	tactful	knăck
in ci dent	jewelry	môlěst
pro pri e tor	drought	audiěnce

Friday—Is the form "audience" singular or plural? If singular, spell the plural; if plural, spel' the singular. See page vi.
To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 7 B: EIGHTH WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

en am el

rival

hydrant

a bu sive

admit

prẽsence

prej u dice

endeavor

occãsion

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

mul ti tude

excel

plurãl

rev o lũ tion

rotary

sũstãin

com mer cial

distress

grũmble

Tuesday—"Commercial" is derived from "commerce." "Commerce" is the root word and "commercial" the derivative. "Commercial" contains the suffix "ial."

script

execute

awnĩng

tel e graph

frontier

vãriẽty

em bar rass

skeleton

lẽopard

Wednesday—Spell the plural of the word "variety." See page vi. What is the root word of the derivative "variety"?

cul vert

gesture

ẽquãlly

cam paĩgn

pyramid

rẽgĩstẽr

sym pa thy

victorious

splẽndor

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Define a "root" word; a "derivative" word; a "suffix"; a "prefix." Do you always know a derivative word when you see one?

At the close of each day's lesson copy into a notebook the words you have misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 7 B: NINTH WEEK

7 B—NEW WORDS

cres cent

mer cu ry

ac tu al ly

6 A—REVIEW

subdue

interest

ventilate

6 B—REVIEW

ōāsīs

rumor

vēštībūle

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

cal lous

nov el ty

found ry

tuition

primary

restaurant

cañon

pěnāltty

nōtāble

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

pre sume

di ag o nal

an ec dote

eternal

ancestor

vigorous

prey

loitēr

quāint

Wednesday—When we write the form of the word "loiter" that ends in "ed," do we double the final consonant?

queue

gal ler y

cap ti vate

ordeal

unusual

chocolate

rātīō

dīāmētēr

stāmpēde

Thursday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

vas e line

de fi cient

cour te ous

colonial

minstrel

squander

fācūlty

vīceroy

sīgnātūre

Friday—Is "colonial" a root word or a derivative? If a derivative, spell the root.

To teachers: See "Rules for Spelling," page vi.

GRADE 7B: TENTH WEEK

7B—New Words

6A—REVIEW

6B—REVIEW

at tor ney

yearn

ǫbscūre

fe ro cious

dreadful

sŭlphŭr

mem o rize

assistance

drāināge

Monday—Can you spell the plural of the word "attorney"? See page vi. Consult the dictionary, if necessary.

cro quet

garret

vāgue

ac cus tom

precious

tēndrīl

oc cu pa tion

diminish

ǫppōnēt

Tuesday—Write both a synonym and an antonym for the word "precious." Then use these words in sentences.

re fund

majority

trānsīt

diph the ri a

wampum

cāptīve

prep o si tion

encounter

pārāgraph

Wednesday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

quo rum

ivory

gēnīāl

crim i nal

guidance

cōnsūme

ge o graph i cal

commandment

cāndīdāte

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

tri cy cle

inherit

tīdāl

cur ren cy

sapphire

ēlēvāte

de cep tion

millinery

prēcīpce

Friday—Does this lesson contain any syllables whose vowel sounds are formed by a combination of two letters?

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 7 B: ELEVENTH WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

chol er a

adorn

vīgor

de ci sive

omnibus

cănōpy

mer ci ful

commerce

sûrface

Monday—Write an antonym for the derivative “merciful,” changing only the suffix. Are there other derivatives in this lesson?

gi gan tic

although

ōath

neu ral gi a

sufficient

sŭspect.

de lin quent

friendship

mērŭdŭān

Tuesday—Is “gigantic” a root word or a derivative? If a derivative, spell the root.

pred i cate

suitable

qualīty

con so nant

obstacle

townshīp

ab bre vi ate

cultivate

dīsappēar

Wednesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

cav al ry

legacy

rēālize

e mo tion

handicap

ūnique

res er voir

testimony

īnspectōr

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

can ner y

portable

mārīnēr

squad ron

moccasin

sōlūtion

au thor i ty

advantageous

tăpēstry

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 7 B: TWELFTH WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

ep i sode

motor

ěđitor

rhu barb

surrender

fátigue

man li ness

adventure

nūmērouš

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

ca pa ble

vengeance

mīlītiā

gon do la

convention

pēasānt

spher i cal

performance

brāvēry

Tuesday—Is "performance" a root word or a derivative? If a derivative, spell the root.

fer ry

refusal

lēistūre

of fi cial

horizon

stānch

de li cious

monitor

hūmānīty

Wednesday—Find each word in this lesson containing a root word and a suffix or prefix. Spell the root word in each.

cer ti fy

treasury

sālīvā

pa vil ion

plasterer

gāzētte

ab so lute

orchestra

fīnānce

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to phonic chart on page xxxii and spend a few minutes following directions given for phonic drill. If you find drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 7 B: THIRTEENTH WEEK

7B—NEW WORDS

exhaust
magnify
argument

6A—REVIEW

illegal
octave
medley

6B—REVIEW

typical
coastal
romance

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

coinage
voucher
penance

texture
magical
proficient

bulk
gender
desires

Tuesday—Spell an antonym for the word "proficient"; also a synonym. Do you know the meaning of the word "proficient"?

rosary
manicure
directory

trophy
revenue
recommend

relieve
ointment
stationery

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

colonel
gasoline
souvenir

adverb
graduate
pamphlet

classify
banquet
cateract

Thursday—Write the abbreviation for the word "colonel." Can you write the abbreviation for any other word in this lesson?

martyr
altitude
guarantee

pshaw
persevere
masculine

fluent
oxygen
safeguard

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

GRADE 7 B: FOURTEENTH WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

lan guid

logical

spăniěl

es sen tial

hygiene

cōntăct

coun te nance

stockade

ămbitiōŭs

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

phrase

verify

gěntēel

maj es ty

semester

ěnvioŭs

bun ga low

fascinate

grămma

Tuesday—"Envious" is a derivative word, containing the suffix "ous." What change is made in the spelling of the root word?

rhythm

butler

stěncĭl

des ti ny

speculate

ăbăndon

cau tious

manuscript

ădmĭrăble

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

sol i ta ry

oriole

chărăde

cen ten ni al

especially

pătiěnce

am bu lance

descendant

dĭscoŭrăge

Thursday—"Discourage" is a derivative word, containing the prefix "dis." Use some other prefix before "courage" making an antonym for "discourage."

crit i cal

skimp

ěntĭtle

au to graph

serials

mĭrăcle

hem i sphere

irksome

prōvĭděnce

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 7 B: FIFTEENTH WEEK

7 B—NEW WORDS

sen ti nel
in ter nal
cir cum fer ence

6 A—REVIEW

diploma
soprano
interview

6 B—REVIEW

brěvity
blěmish
ătrăctive

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

ex ter nal	fatally	stēeple
ar chi tect	luxury	ěncourage
mul ti pli cand	substitute	dictionāry

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

an them	custody	tědious
ap par el	tyranny	ōrigināl
pheas ant	museum	ăccurate

Wednesday—Form a derivative by adding to the word "tedious" some suffix beginning with a consonant. Spell this derivative.

ro ta tion	option	fervěnt
de sign er	cereals	crystāl
cyl in der	rheumatism	ăpōlōgy

Thursday—Look in the dictionary for the meaning of the word "option." Use the word in a written sentence.

lav en der	insurance	ăliěn
prin ci pal	geranium	ăpplaud
ben e fi cial	avalanche	călcūlate

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 7B: SIXTEENTH WEEK

7B—NEW WORDS

6A—REVIEW

6B—REVIEW

ruf fi an

microbe

cōllide

sched ule

privilege

fāthom

in ter na tion al

monogram

prōmīnēnt

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

cav ern

taunt

āgile

dil i gence

disaster

quīre

pos ses sive

portfolio

nōvice

Tuesday—Is the form "portfolio" singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

ur ban

partial

rādīānt

ca pac i ty

manual

brīgānd

ap pre ci ate

legislate

schōōnēr

Wednesday—Form and spell derivatives by adding to "partial" a suffix beginning with a consonant; a suffix beginning with a vowel.

le gion

unaware

tābleau

e nu mer ate

illustrate

stātionāry

a pos tro phe

automobile

dīstūrbānce

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 145 to 161.

First week, assign lessons thus: Monday to Thursday, new words, pages 145 to 152 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 153 to 160 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 7A: FIRST WEEK

7A—NEW WORDS

ac quire
 fault less
 dis tinct ly

7B—REVIEW

latter
 clothier
 demand

6A—REVIEW

équiꝑ
 rēfērēce
 bēgrudge

Monday—"Faultless" is derived from "fault." "Fault" is the root word and "faultless" the derivative. "Faultless" contains the suffix "less."

tal ents	radish	guise
com e dy	combine	sūllēn
crit i cism	recollect	īnvēntion

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

vig il	dahlia	cōrdiāl
guile	constant	slūggish
bev el	definition	cōnstrūct

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

viv id	defile	ādēpt
ep i dem ic	sluice	tēnānt
man u fac ture	agency	sēcṛētary

Thursday—Is the form "agency" singular or plural? If singular, write the plural; if plural, write the singular. See page vi.

tier	cravat	pōṛtrāit
cau cus	patent	ōṛgānize
pros per ous	principle	rēḡimēnt

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 7 A: SECOND WEEK

7 A—NEW WORDS

de fense

in fe ri or

con ven ience

7 B—REVIEW

require

average

conspicuous

6 A—REVIEW

dělúge

těrráce

ěnliven

Monday—By adding the suffix “ly” to “conspicuous,” we form the derivative “conspicuously.” This suffix begins with a consonant.

wil y

pa role

fru gal

surf

intellect

champion

větō

ěquality

ďllowánce

Tuesday—By adding the suffix “ual” to “intellect,” we form the derivative “intellectual.” This suffix begins with a vowel.

in dict

sal a ble

dis ci pline

census

pennant

embankment

triple

plátfōrm

cōntrádict

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

rig id

neu tral

ran dom

coil

nickel

fortunate

sländěr

grāciōűs

sǎnction

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

to ken

heir loom

tur pen tine

cornice

peculiar

downcast

shrewd

rěliáble

pěaceáble

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 7 A: THIRD WEEK

7 A—NEW WORDS

fu gi tive

tel e scope

op por tu ni ty

7 B—REVIEW

duet

secrecy

mortgage

6 A—REVIEW

vī sion

pā trī ō t

pē r pēt ū d l

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

scant y

pa ter nal

en dur ance

haunt

vanity

empire

ě vī d ě n t

sū pr ě me

ā d v ě r t ī se

Tuesday—Has the word "endurance" a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the root.

sen ior

mu cous

con sti tu tion

assess

possess

exterior

g ě n t ī ne

dī ā l ō gue

ō c c ū r r ě n ce

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

grudge

tour ist

e nor mous

arrival

gradual

overalls

frī g ā te

brawny

p ō s s ī ble

Thursday—Form a derivative by adding to the word "enormous" some suffix beginning with a consonant. Spell this word.

leg i ble

qui nine

rum mage

gnat

traitor

procure

mā n tle

s ū rvey

ā c r ō b ā t

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

GRADE 7 A: FOURTH WEEK

7 A—NEW WORDS

7 B—REVIEW

6 A—REVIEW

sock et

jealous

sēriēs

par o dy

celebrate

dīsmōl

en ter prise

admissible

ēxclude

Monday—Write a synonym for the word "exclude"; an antonym. Use these two words in sentences.

ter rif ic

tenor

sēiztūre

pur port

partition

drūdge

nom i nee

stenography

trībūte

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

rev el ry

invest

sūrge

se cu ri ty

favorite

stūdīō

op tion al

emigrant

prōnoun

Wednesday—Is the form "security" singular or plural? If singular, write the plural; if plural, write the singular. See page vi.

sta ple

delegate

cāndīd

dig ni ty

material

stōrāge

un e qual

extraordinary

ēncircle

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book; copy first letter of each word; close book; try to complete each word in writing.

Keep a copy of, and study, every word you misspell in daily lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 7 A: FIFTH WEEK

7 A—NEW WORDS

can teen
sum ma ry
quan da ry

7 B—REVIEW

extreme
represent
proprietor

6 A—REVIEW

plēad
crěvice
cōngress

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

traf fic	viaduct	ădmīt
im po lite	discount	rěcruit
con se quence	adjective	wītñess

Tuesday—"Impolite" is derived from "polite." "Polite" is the root word and "impolite" the derivative. "Impolite" contains the prefix "im."

so journ	liberal	rein
ker o sene	pretend	pŭrsŭit
dem o crat	telegraph	ěnděavor

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

for lorn	abusive	ăbŏlĭsh
fraud u lent	glorious	yŏnděr
con tin u ous	economy	skělēton

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

mi rage	reduce	rĭvăl
as sem bly	sanitary	pruděnt
or di nance	curiosity	prŏbăble

Friday—Write derivatives, adding to the word "rival" a suffix beginning with a consonant; a suffix beginning with a vowel.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 7 A: SIXTH WEEK

7 A—NEW WORDS

7 B—REVIEW

6 A—REVIEW

or a cle

guitar

sciēce

sur gi cal

achieve

hăllbūt

ob struct

atmosphere

frōntiēr

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

re al i ty

fixture

sūndry

in ven tor

explorers

sūccēss

e con o mize

multitude

rāimēnt

Tuesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

piv ot

revolve

jewēlry

u til i ty

eloquence

drought

vet er an

metropolis

cōntribūte

Wednesday—In writing "contribute" with the suffix "ing" added, do we drop final "e"? See page vi.

stal wart

purser

rōtāry

lig a ments

existence

sūperb

gen er os i ty

competent

pōpūlār

Thursday—Does this lesson contain any syllables whose vowel sounds are formed by a combination of two letters?

brogue

enamel

sphēre

e ter ni ty

durable

ūtmōst

for fei ture

individual

dēpūty

Friday—Is "durable" a root word or a derivative? If a root word, spell several derivatives, if a derivative, spell the root.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 7 A: SEVENTH WEEK

7 A—NEW WORDS

gal'lant
pre'serve
in fan try

7 B—REVIEW

script
cardinal
quantity

6 A—REVIEW

cōnsūl
mūsīcāl
sērēnāde

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

o men	culvert	councĭl
ne ces si ty	embarrass	ēxēcūte
mag nif i cent	counterfeit	īmprovĭng

Tuesday—Form a derivative from "embarrass" by adding a suffix beginning with a consonant. Spell and define this word.

ret i na	fiord	sāuntēr
com pre hend	ability	outward
ac knowl edge	decision	pyrāmĭd

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

pre dict	comical	bānānā
in'stinct	locality	stāndārd
mon u ment	incident	vĭctōrĭous

Thursday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

tar iff	campaign	gēstūre
sculp ture	sympathy	cōnsĭdēr
in stru ment	revolution	sūbtrāhēnd

Friday—"Revolution" has a suffix. Pronounce and spell it. Define and spell the root. How does the derivative get its meaning?

To teachers: See "Words Frequently Misspelled When Writing,"
page xxii.

GRADE 7 A: EIGHTH WEEK

7 A—NEW WORDS

tex tile

nor mal

pro logue

7 B—REVIEW

prejudice

condition

satisfaction

6 A—REVIEW

rēcēntly

ēngrāve

spēcīmēn

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

se quel

va ri ous

tran quil

cabinet

domestic

peninsula

sēcēte

dīstrēss

āmbītion

Tuesday—Define the word "sequel." Is the form singular or plural? If singular, spell the plural; if plural, spell the singular.

vac u um

ped i gree

mys te ri ous

betray

superior

ornament

ēxcēl

lēague

tāctful

Wednesday—Has "mysterious" a prefix or a suffix? If so, pronounce and spell the prefix or suffix; also, the root.

o ver ture

des ti tute

au then tic

sociable

abundant

commercial

feūd

débris

bounce

Thursday—Note markings and sounds of vowels in third column. Copy any words in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling, not after, pausing between syllables in words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 7A: NINTH WEEK

7 A—NEW WORDS

re gime
de vel op
at'tri bute

7 B—REVIEW

foundry
gondola
deception

6 A—REVIEW

intērest
ōmnībūs
pērformānce

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

tri o	cholera	ōrchēstrā
mar i ner	diagonal	tēstīmōny
prod i gy	reservoir	āssistānce

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

nov el ist	ferry	ādōrn
con tract'	captivate	sūitāble
re mem brance	occupation	āncēstor

Wednesday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

sculp tor	official	přimāry
foun da tion	ferocious	přecioŭs
u ni ver si ty	abbreviate	rěstaurānt

Thursday—Write a synonym for the word "abbreviate." Write an antonym. Use these two words in written sentences.

ex ceed	certify	ētērnāl
ar ti fi cial	cannery	drēadful
sub stance	diphtheria	pōrtāble

Friday—Is "dreadful" a root word or a derivative? Write a derivative, adding to "dreadful," a suffix beginning with a consonant.

To teachers: See "Rules for Spelling," page vi.

GRADE 7 A: TENTH WEEK

7 A—NEW WORDS

dis cern

par ti san

man i fest

7 B—REVIEW

cavalry

actually

geographical

6 A—REVIEW

sŭbdŭe

májörity

vęngeānce

Monday—What words in this lesson cannot, by use of prefixes or suffixes, be made into derivative words? Consult the dictionary.

pi o neer

bur lesque

con ven ient

novelty

capable

tricycle

althōugh

sŭrręndēr

frięndshĭp

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

roy al ty

for ci ble

ac cept ance

episode

gigantic

anecdote

guĭdānce

mĭllĭnĕry

cŏnvĕntion

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

bul le tin

o rig i nate

in gen ious

croquet

vaseline

predicate

săpphĭre

sŭffĭciĕnt

wampŭm

Thursday—Prefix a syllable to the word "sufficient" and make a word with opposite meaning. Define this prefix.

trea son

sanc tum

vo cab u la ry

absolute

delicious

memorize

mŏnĭtor

mĭnstrĕl

cŏmmĕrce

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 7 A: ELEVENTH WEEK

7 A—NEW WORDS

pol i tics
sus pense
per ma nent

7 B—REVIEW

decisive
attorney
consonant

6 A—REVIEW

gǎrrĕt
ôbstăcle
dĭmĭnĭsh

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

suf frage	quorum	tŭtion
vi cin i ty	mercury	ŭnŭstăĭ
leg is la ture	authority	cŏmmăndmĕnt

Tuesday—Is "legislature" a root word or a derivative? If a derivative, spell the root.

plan ets	callous	lĕgăcy
cur a ble	pavilion	hŏrizon
neg li gent	manliness	ădvăntăgeoŭs

Wednesday—Write an antonym for "negligent"; a synonym. If you cannot define "antonym" or "synonym," consult the dictionary.

launch	refund	vĭgŏroŭs
cul prit	gallery	trĕăstŭry
chiv al ry	spherical	cŭltĭvăte

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

vend or	currency	ivŏry
ev i dence	neuralgia	ĭnhĕrĭt
an te ced ent	courteous	ădvĕntŭre

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 7 A: TWELFTH WEEK

7 A—NEW WORDS

7 B—REVIEW

6 A—REVIEW

won drous

queue

rěfūsāl

for ti tude

emotion

hāndičăp

mo not o nous

merciful

ěncountěr

Monday—Write a derivative, adding to "merciful," a suffix beginning with a consonant. If you cannot define "consonant," consult your teacher.

se cede

deficient

yearn

in dulse

accustom

plăstěrěr

in ter val

delinquent

chăcôlâte

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

dit to

crescent

ôrděāl

va can cy

criminal

côlônĭāl

punc tu ate

squadron

măccăsĭn

Wednesday—When we add "ed" to "punctuate," what must we do with the final "e" of the root word? See page vi.

dow er

rhubarb

mōtor

por ter

presume

squanděr

syn o nym

preposition

věntĭlâte

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test of the lesson, which is a short, brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 7 A: THIRTEENTH WEEK

7 A—NEW WORDS

de vice

leg is la tor

dis tin guish

7 B—REVIEW

phrase

altitude

architect

6 A—REVIEW

skĭmp

cŭstōdy

dĭplōmā

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ac quit

fa vor a ble

sub ma rine

ruffian

penance

cautious

vēřfy

pshaw

lōgĭcāl

Tuesday—Can you form two derivatives from the word "cautious" by adding suffixes, each beginning with a consonant?

gen try

e clipse

im a gi na ry

exhaust

diligence

hemisphere

ōption

ŭnāwāre

autōmōbĭle

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Consult dictionary.

el o quent

ac cu ra cy

cre den tials

cavern

anthem

manicure

bŭtlēr

irksome

mŭsēŭm

Thursday—Is the form "museum" singular or plural? If singular, spell the plural; if plural, spell the singular.

hic cup

syn di cate

cer e mo ny

essential

beneficial

enumerate

sēmēstēr

māscŭlĭne

dēscēndānt

Friday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

GRADE 7 A: FOURTEENTH WEEK

7 A—NEW WORDS

7 B—REVIEW

6 A—REVIEW

to tem

designer

hygĭēne

dis pel

guarantee

tyrănny

fi nan cial

ambulance

pămphlēt

Monday—"Designer" is derived from "design." "Design" is the root word and "designer" the derivative. "Designer" contains the suffix "er."

her o ism

colonel

ăvălănce

grat i tude

majesty

sŭbstitŭte

mem brane

schedule

rheumătĭsm

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

sus pend

coinage

ădverb

be queath

languid

trōphy

im ped i ment

autograph

ĭnsurănce

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

stim u lant

magnify

fătălly

pref er a ble

internal

părtiăl

boun te ous

lavender

ěspēcĭălly

Thursday—Can you write a synonym for the word "bounteous"? An antonym? Use one of these words in a sentence.

yawn

urban

sōprănō

cir cuit

external

stōckăde

rid i cule

multiplicand

ĭntěrvĭew

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 7 A: FIFTEENTH WEEK

7 A—NEW WORDS

7 B—REVIEW

6 A—REVIEW

ca reer

martyr

mēdley

waste ful

solitary

prīvīlēge

vol un ta ry

rotation

spēcūlate

Monday—What words in this lesson, do you think, are derivative words? Be sure you are right. Name their root words.

jaun ty

apparel

tāunt

ret i nue

souvenir

cērēāls

am a teur'

possessive

mīcrōbe

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

nom i nate

destiny

ōrīole

pro ces sion

appreciate

prōficiēt

rea son a ble

countenance

mānūscript

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

spi nal

legion

sērīāls

fel o ny

critical

lēgīslāte

cli max

directory

rēcōmmēnd

Thursday—What words in this lesson, do you think, are root words? Try to form as many derivatives as you can. Be sure you are right.

pro gram

sentinel

dīsastēr

e mer gen cy

principal

gērānīŭm

quar an tine

argument

mōnōgrām

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 7A: SIXTEENTH WEEK

7A—NEW WORDS

e vict
ve neer
tem per a ture

7B—REVIEW

voucher
capacity
centennial

6A—REVIEW

ōctāve
lūxury
rēvēnūe

Monday—Write derivatives from "evict," adding a suffix beginning with a vowel; a suffix beginning with a consonant.

ca tarrh	gasoline	măndāl
ven er a ble	pheasant	grădūate
su per in tend ent	international	īllūstrate

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

an arch y	rhythm	tēxtūre
daunt less	cylinder	măgicāl
work man ship	bungalow	pōrtfōlīō

Wednesday—Note markings and sounds of vowels in third column. Copy any words in other columns having same vowel sounds.

fer vor	rosary	īllēgāl
oc u list	apostrophe	persēvēre
ther mom e ter	circumference	făscīnāte

Thursday—"Illegal" is derived from "legal." "Legal" is the root word and "illegal" the derivative. "Illegal" contains the prefix "il."

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 161 to 177.

First week, assign lessons thus: Monday to Thursday, new words, pages 161 to 168 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 169 to 176 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 8 B: FIRST WEEK

8B—NEW WORDS

a dieu
phys i cal
man i fold

7 A—REVIEW

grudge
defense
quinine

7 B—REVIEW

răđışh
crăvăt
pěnnănt

Monday—What is a synonym? An antonym? Consult the dictionary, if necessary. Give a synonym and an antonym for "manifold."

fi del i ty

talents

ăgěncy

of fi cious

paternal

ěmigrănt

re bel lious

enterprise

stěňogrăphy

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ac ces so ry

guile

ĭnvěst

per pe trate

acquire

nĭckel

u nan i mous

telescope

cōrnĭce

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

em ploy ee

caucus

dăhliă

hin drance

optional

mătěrĭăl

in dorse ment

heirloom

děfĭnĭtion

Thursday—"Optional" is derived from "option." "Option" is the root word and "optional" the derivative. "Optional" contains the suffix "al."

trac tion

wily

pōssěss

fin an cier

dignity

clōthĭěr

ha bit u al

discipline

downcăst

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 8 B: SECOND WEEK

8 B—NEW WORDS

vaunt

ref er ee

an a lyze

7 A—REVIEW

frugal

neutral

nominee

7 B—REVIEW

dûët

prôcûre

rêcôllêct

Monday—Is “referee” a root word or a derivative? If a root word, spell a derivative; if a derivative, spell the root.

bal lot

plen te ous

de fi cien cy

tourist

inferior

rummage

sluice

lâtter

pêcûliâr

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

gnarled

op ti cian

mil i ta ry

senior

parody

cômedy

grădûâl

chămpîon

cônspîcûoûs

Wednesday—Form a derivative by adding to “champion” a suffix beginning with a consonant. Tell the meaning of this suffix.

mar tial

vîg i lant

trans par ent

fugitive

faultless

manufacture

dêmand

cômbîne

dêlêgâte

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

hy gi en ic

quer u lous

nu tri tious

tier

token

security

tênor

sêcrêcy

pârtîtion

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 8 B: THIRD WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

be siege

staple

sûrf

rec on cile

turpentine

pâtént

tem po ral

prosperous

prînciple

Monday—Form three derivatives by adding to "patent" three different suffixes, each beginning with a vowel. Spell these words.

al li ance

rigid

coil

ret i cent

socket

dêfile

pol i ti cian

enormous

ădmîssible

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

ca boose

indict

ărrivăl

in cen tive

terrific

ăvêrage

mis cel la ne ous

convenience

ôvêralls

Wednesday—"Terrific" is derived from "terrify." "Terrify" is the root word, and "terrific" the derivative. "Terrific" contains the suffix "ic."

rig or ous

bevel

hăunt

neg a tive

revelry

vănity

i den ti ty

mucous

môrtgage

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

tur'moil

vivid

ăssess

se ces sion

distinctly

întěllěct

rec om pense

endurance

cělēbrăte

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

GRADE 8 B: FOURTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

ju ror

scanty

gnăt

em i nent

unequal

cōstănt

post script

criticism

ěmbăjkměnt

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

re strict

vigil

trăitor

ter mi nal

legible

jěaloŭș

bril lian cy

opportunity

ěxtěrior

Tuesday—Form a derivative by adding to the root "vigil" some suffix beginning with a vowel.

sin ew

random

cěnsŭș

ju di cial

purport

fōrtŭnăte

tran spire

epidemic

ěxtraōrdinăry

Wednesday—Has "fortunate" a prefix or a suffix? If so, pronounce and spell the prefix or suffix; also the root word.

de mure

parole

ěmpire

sov er eign

salable

rěquire

u ni form i ty

constitution

făvorite

Thursday—Arrange words alphabetically with reference to initial letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Improve your ability to use the dictionary by (1) reviewing the alphabet occasionally; (2) telling the location of certain letters in the alphabet, as, "d" is nearer the first of the alphabet than "k," "t" is nearer the close than "p"; (3) reviewing diacritical markings occasionally; (4) looking up the meaning of one word daily.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 8 B: FIFTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

plac er

tariff

script

re pug nant

fraudulent

cārdīnāl

ul ti ma tum

generosity

pěnnīstlá

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

vis u al

gallant

lībērāl

ri dic u lous

sojourn

ěmbārrāss

e lec tri cial

prologue

īndīvdīdūāl

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

al lege

veteran

rěvōlve

ep i thet

assembly

dōmēstīc

ci vil ian

magnificent

prějudīce

Wednesday—Write an antonym for the word "allege"; a synonym. Use these two words in sentences. Be careful about the spelling.

stol id

various

pūrsēr

re im burse

inventor

ěnāměl

com pul so ry

consequence

prětěnd

Thursday—Think the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

ma gi cian

obstruct

cābīnět

ef fi cien cy

overture

quantīty

in stan ta ne ous

comprehend

ātmōsphēre

Friday—Is the form "quantity" singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 8 B: SIXTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

ven om

brogue

guītār

nat u ral ize

preserve

rĕprĕsĕnt

coun cil men

impolite

tĕlēgrāph

Monday—"Naturalize" is a derivative word. Name its root; its prefix or suffix. How does the derivative get its meaning?

chasm

predict

rĕdūce

et i quette

stalwart

sympāthy

me dic i nal

ordinance

ĕlōquĕnce

Tuesday—Has "medicinal" a prefix or a suffix? If so, pronounce and spell the prefix or suffix. Spell the root.

lapse

summary

ābūsīve

o pi um

sculpture

dĕcīsion

suc ces sive

economize

lōcālīty

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

main tain

oracle

fīord

as cer tain

normal

ābīlīty

es ti ma ble

necessity

prōprīētor

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

cou pon

forlorn

ōrnāmĕnt

pop u lous

vacuum

countĕrfĕit

sig nif i cant

authentic

sātīsfāction

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 8 B: SEVENTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

con sign

instinct

ăchiēve

ap par ent

ligaments

ădjēctīve

ne ces si tate

instrument

ēxistēnce

Monday—When we add the syllable "ed" to the word "necessitate," what must we do with the final "e"? See page vi.

van dal

pivot

cŭlvērt

dor mi to ry

canteen

ēxtrēme

en thu si asm

forfeiture

cōndītion

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

pal try

mirage

sōciăble

re ten tion

infantry

mŭltitŭde

mo men tum

surgical

mētrōpōlis

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

qual i fy

retina

īncīdēnt

ac ces si ble

sequel

sŭpērīor

sub se quent

democrat

ēxplōrērs

Thursday—Form a derivative word by adding to the word "superior" a suffix beginning with a vowel. Be careful about spelling.

e qual ize

traffic

bētrāy

neu tral i ty

destitute

sănītāry

un der val ued

mysterious

ēcōnōmy

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 8 B: EIGHTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

fur lough

utility

viādūct

re plen ish

quandary

ābūndānt

prom is so ry

monument

cōmmerciāl

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

riv et

omen

fixtūre

ve rac i ty

reality

cāmpāign

be nev o lent

acknowledge

cōmpētēnt

Tuesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

vi cious

eternity

cōmīcāl

spe cif ic

pedigree

glōrīous

har mo ni ous

kerosene

rēvōlūtion

Wednesday—Is "harmonious" a root word or a derivative? If a derivative word, spell the root.

vol ley

textile

dūrāble

in i ti ate

tranquil

dīscout

in flu en tial

continuous

cūrīōsīty

Thursday—Is the form "volley" singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month and study until you can spell them for your teacher or for a pupil she selects.

Define a "root" word; a "derivative" word; a "suffix"; a "prefix." Do you always know a derivative word when you see one?

At the close of each day's lesson copy into a notebook the words you have misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

To teachers: See "Rules for Spelling," page vi.

GRADE 8 B: NINTH WEEK

8 B—NEW WORDS

rav age

dex ter ous

ac ci den tal

7 A—REVIEW

royalty

negligent

foundation

7 B—REVIEW

gīgāntīc

pāvllion

dēcēption

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

cli ent

rec re a tion

fa mil i ar i ty

contract

wondrous

convenient

queūe

cāpāble

neūtrālgīā

Tuesday—Copy the words having more than one syllable, separating syllables and placing accent marks. Use dictionary when necessary.

bank rupt

re mon strance

com mend a ble

bulletin

sanctum

punctuate

fērry

ānēcđōte

gēōgrāphīcāl

Wednesday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

dra per y

fore clo sure

su per sti tion

trio

vendor

vicinity

ēpīsōde

foundry

ōccūpātion

Thursday—Is "trio" singular or plural? If singular spell the plural; if plural, spell the singular. See page vi.

polls

lib er al i ty

el e men ta ry

secede

artificial

legislature

nōvēlty

rēsērvōir

āccūstom

Friday—Find the root word of the derivative "artificial." Add to this derivative a suffix beginning with a consonant.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 8 B: TENTH WEEK

8B—NEW WORDS

7A—REVIEW

7B—REVIEW

pre cinct

culprit

chōlēřá

tend en cy

prodigy

tricycle

mas quer ade

vocabulary

cännery

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

in ven to ry

porter

quōřm

hos pi ta ble

politics

cāptīvāte

am bas sa dor

originate

dēlīŋquēnt

Tuesday—When we write the form of "originate" ending in "ing," what must we do with the final vowel? See page vi.

cred i tor

forcible

gāllery

coun ter part

develop

gōndōlā

ex trav a gance

evidence

dīphthērīā

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

sor did

pioneer

crōquet

pleu ri sy

fortitude

cāvālry

con tro ver sy

substance

crēscēnt

Thursday—Write an antonym for the word "fortitude"; a synonym. Write well-constructed sentences containing these words.

for age -

sculptor

cālloŋs

il lus tri ous

interval

āttorney

tre men dous

manifest

sphērīcāl

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 8 B: ELEVENTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

list less

launch

rhubārb

vin tage

plānets

vāsēlīne

cred i ble

ingenious

cŭrrēncy

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

rab ble

régime

ōfficiāl

pro hib it

synonym

crīmīnāl

gym na si um

burlesque

diāgōnāl

Tuesday—When we write that form of "prohibit" which ends in "ed," must we double the final consonant? See page vi.

an nu i ty

exceed

certify

ped es tal

partisan

ābsōlūte

cy lin dri cal

monotonous

ābbreviāte

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

hos til i ty

suspense

rēfūd

rav en ous

antecedent

mercūry

an ni ver sa ry

remembrance

authōrity

Thursday—Has "hostility" a prefix or a suffix? If so, pronounce and spell the prefix or suffix. Spell the root.

tab leau

ditto

ēmōtion

mas sa cre

mariner

dēlicioŭs

im pos si ble

acceptance

mēmōrize

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 8 B: TWELFTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

u surp

discern

dēcīſive

van tage

chivalry

squadron

proph e sy

attribute

cōŭrtēōŭs

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

wrest

indulge

mercīful

lit er a ture

university

dēfīcīent

for bear ance

permanent

mānlīnēss

Tuesday—Arrange words alphabetically with reference to initial letters; arrange alphabetically with reference to first two letters.

aught

dower

prēsūme

so lic i tor

suffrage

prēdīcate

hu mor ous

novelist

prēpōsītion

Wednesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

ze nith

treason

āctŭāllŭ

as so ci ate

curable

fērōcīōŭs

un a void a ble

vacancy

cōnsōnānt

Thursday—"Unavoidable" is a derivative word containing both a prefix and a suffix. Tell what they are. Tell their meaning.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to the phonic chart on page xxxii and spend a few minutes following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 8 B: THIRTEENTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

in voice

dispel

cǎvērn

as tron o my

spinal

ěssentiǎl

pic tur esque

retinue

ǎmbǔlǎnce

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

tri pod

hiccup

lēgion

sus pi cious

bequeath

mǎrtyr

ex cel len cy

superintendent

hěmĩsphere

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

pal i sade

evict

ǎltĩtũde

cus to di an

suspend

sěntĩněl

con vey ance

imaginary

ĩntěrnǎtionǎl

Wednesday—How many and which words in this lesson are derivatives? Can you name the root of each derivative?

ver nal

career

vouchěr

hyp not ic

dauntless

děsigněr

sym pa thize

submarine

ǎrchĩtěct

Thursday—Has "sympathize" a prefix or a suffix? If so, pronounce and spell the prefix or suffix; also, the root.

u ni ver sal

device

rōsǎry

pe des tri an

circuit

ǎnthěm

su per vi sion

emergency

lǎvēnděr

Friday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

GRADE 8 B: FOURTEENTH WEEK

8 B—New Words

mi ser
sol i taire
re mu ner a tive

7 A—REVIEW

totem
amateur
syndicate

7 B—REVIEW

ûrbăn
phrăse
guărăntêe

Monday—Form a derivative by adding to "miser" a suffix beginning with a consonant. Use this derivative in a sentence.

re peal	felony	rhythm
sym me try	gratitude	sôlîtăry
in tel lec tu al	credentials	găsôline

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

ram part	veneer	rŭfflăn
col li sion	favorable	ărgŭmĕnt
ex ag ger ate	impediment	autôgraph

Wednesday—Is "collision" a root word or a derivative? If a derivative, spell the root.

ren o vate	ridicule	rôtătion
con science	anarchy	dîrĕctôry
hy pot e nuse	distinguish	pôssĕssîve

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

con straint	wasteful	colonĕl
par a chute	reasonable	căpăcîty
vet er i na ry	thermometer	mŭltîplîcând

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 8 B: FIFTEENTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

ver dant

eloquent

souvenir

exhaus tion

financial

diligence

cor respond ence

procession

countenance

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

va grant

eclipse

majesty

pri va tion

heroism

magnify

equiv a lent

program

schedule

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

re frain .

legislator

coinage

im i ta tion

preferable

cautious

suc ces sion

temperature

centennial

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

re lapse

yawn

cylinder

in dul gence

ceremony

apostrophe

con fi den tial

workmanship

circumference

Thursday—Is the form "ceremony" singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

civ ic

oculist

apparel

in di rect

climax

beneficial

con scious

voluntary

enumerate

Friday—Form two derivatives from "conscious" by adding suffixes beginning with consonants. Be careful about the spelling.

GRADE 8 B: SIXTEENTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

re deem

gentry

lănguîd

a vail a ble

membrane

ěxhaust

treach er ous

quarantine

prîncîpăl

Monday—What words in this lesson are root words? Form as many derivatives from each of these root words as you can.

tis sue

acquit

pěnănce

sub stan tial

nominate

ěternăl

res ig na tion

venerable

bŭngălōw

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

sub or di nate

catarrh

crîtîcăl

man age a ble

accuracy

děstîny

com mo di ous

stimulant

măñîcŭre

Wednesday—Be sure you know the meaning of the word "subordinate." Then write a synonym and an antonym for it.

cur dle

fervor

îternăl

im pul sive

jaunty

phěasănt

su prem a cy

bounteous

ăpprēcîâte

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 177 to 193.

First week, assign lessons thus: Monday to Thursday, new words, pages 177 to 184 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 185 to 192 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 8 A: FIRST WEEK

8 A—NEW WORDS

u ni son
plain tiff
ad ver si ty

8 B—REVIEW

fidelity
transpire
deficiency

7 A—REVIEW

vīgīl
quinine
prospēroŭs

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ther mal

martial

wily

fa cil i ty

habitual

ōptionāl

ru di ments

negative

cōnstitution

Tuesday—What is the meaning of "wily"? Consult your dictionary. Now write a synonym and an antonym for this word.

plau dits

juror

scānty

va ca tion

hygienic

neūtrāl

fic ti tious

hindrance

tūrpentine

Wednesday—"Hygienic" is derived from "hygiene." "Hygiene" is the root word and "hygienic," the derivative. "Hygienic" contains the suffix "ic."

u su ry

vaunt

criticīsm

ap praise

terminal

ēnōrmōŭs

blam a ble

temporal

ēndūrānce

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

vor tex

judicial

guile

ce leb ri ty

caboose

caucŭs

au to mat ic

plenteous

ēntērprise

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 8 A: SECOND WEEK

8 A—NEW WORDS

chem ist

im pos tor

mon o tone

8 B—REVIEW

adieu

gnarled

identity

7 A—REVIEW

mūcoŭs

ŭnēquāĭ

māntifāctŭre

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

cou ri er

ex plic it

an ces try

turmoil

vigilant

officious

ācquīre

sēcŭrĭty

rŭmmāge

Tuesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

trite

re plete

ve loc i ty

querulous

postscript

indorsement

frugāĭ

grŭdge

dēfēse

Wednesday—Is "querulous" a root word or a derivative? If a root word, write a derivative.

weal

co in cide

tri bu nal

demure

employee

politician

rĭgĭd

pāternāĭ

ōppōrtŭnĭty

Thursday—Form two derivatives from the word "rigid," adding two suffixes, one beginning with a vowel, the other with a consonant.

trend

feu dal

in'cense

referee

incentive

brilliancy

sēnior

tālēnts

nōmĭnēe

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 8 A: THIRD WEEK

8 A—NEW WORDS

lieu
va lid i ty
im mi nent

8 B—REVIEW

ballot
optician
physical

7 A—REVIEW

tiër
dīgnīty
cōmēdy

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

in fest	rebellious	vīvīd
af fi da vit	recompense	pārōle
op por tune	transparent	rēvēlry

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

el e gy	besiege	sōckēt
rar e fy	eminent	pûrpōrt
chlo ro form	perpetrate	faultlēss

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

jun ket	alliance	tourīst
me men to	traction	īnfērīor
rep a ra tion	sovereign	cōnvēniēnce

Thursday—Is "memento" singular or plural? If singular, write the plural form, if plural, write the singular. See page vi.

re cede	sinew	īndīct
no mad ic	analyze	rāndom
in dict ment	miscellaneous	tēlēscope

Friday—Give a derivative for one root word in this lesson; a root word for one derivative.

To teachers: See "Phonic Chart," page xxxii.

GRADE 8 A: FOURTH WEEK

8 A—NEW WORDS

tur ret

ob lit er ate

com pet i tive

8 B—REVIEW

rigorous

military

manifold

7 A—REVIEW

sālāble

fūgītīve

heirlōom

Monday—Has "competitive" a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Then spell the root word.

ri val ry

ar ti fice

ex ec u tive

secession

accessory

nutritious

bēvəl

stāple

dīscīpline

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

ly ce um

con dense

pro cras ti nate

restrict

reconcile

unanimous

tōken

tērrīfic

ēpidēmīc

Wednesday—Write a derivative, adding to the word "condense" the suffix "ed." What becomes of the final "e"? See page vi.

ax i oms

sym bol ic

ex cel si or

reticent

financier

uniformity

lēgible

pārōdy

dīstīnctly

Thursday—Note markings and sounds of vowels in third column. Copy words in other columns, if any, having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book; copy first letter of each word; close book; try to complete each word in writing.

Keep a copy of, and study, every word you misspell in daily lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 8 A: FIFTH WEEK

8 A—NEW WORDS

8 B—REVIEW

7 A—REVIEW

def i cit

venom

pívot

ban ter

replenish

mirāge

en mi ty

populous

èternity

Monday—Form a derivative by adding to the word “venom” a suffix beginning with a vowel. What does this derivative mean?

un du late

opium

nôrmāl

vig i lance

specific

quandāry

le git i mate

reimburse

scūlptūre

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

vi and

placer

trāffíc

fran chise

equalize

vācūūm

in ter cede

enthusiasm

nēcēssity

Wednesday—Form a derivative by placing a prefix before the word “franchise.” What is the meaning of this derivative?

zest

successive

rětínā

wit ti cism

compulsory

dēmōcrāt

mer ce na ry

subsequent

līgāmēnts

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

tran sient

electrician

sēquēl

ne go ti ate

dormitory

ōbstrūct

sup ple men ta ry

influential

pědīgrēe

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See “Directions for the Study of Spelling,” page xx.

GRADE 8 A: SIXTH WEEK

8 A—NEW WORDS

ec cen tric

gra tu i tous

vul ner a ble

8 B—REVIEW

rivet

coupon

councilmen

7 A—REVIEW

tāriff

ōrdinānce

ēcōnōmīze

Monday—What words in this lesson are derivatives? Spell the root word of each one. Spell other derivatives from these roots.

feign

ap peal

ul te ri or

volley

maintain

repugnant

ūtīlīty

cāntēen

īnstrumēnt

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

lit er a ry

ju di cious

dom i neer

vandal

magician

undervalued

trānquīl

īmpōlite

māgnīfīcēnt

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

cod i cil

trans verse

in ac cu rate

lapse

stolid

qualify

fōrlōrn

gēnērōsīty

ācknōwlēdge

Thursday—Be sure of the meaning of the word "inaccurate." Then write its synonym and its antonym.

hyp o crite

bi og ra phy

mis in ter pret

paltry

ridiculous

harmonious

ōracle

tēxtīle

mystērīōūs

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 8 A: SEVENTH WEEK

8 A—NEW WORDS

theme
an tiq ui ty
pro ce dure

8 B—REVIEW

veracity
naturalize
significant

7 A—REVIEW

inven^tor
as^sembly
mon^ument

Monday—Is "assembly" singular or plural? If singular, write the plural; if plural, write the singular. See page vi.

tan gi ble	furlough	gal ^l ant
bar na cle	ascertain	sum ^m ary
re cur rence	instantaneous	pro ^l ogue

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

pro pi tious	neutrality	om ^e n
dis fran chise	ultimatum	so ^j ourn
spon ta ne ous	necessitate	vet ^e ran

Wednesday—Has "neutrality" a prefix or a suffix? If so, pronounce and spell the prefix or suffix. Then spell the root.

en core	epithet	bro ^g ue
re vers i ble	medicinal	fraud ^u lent
co in ci dence	accessible	com ^p rehend

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

dor mant	allege	surg ⁱ cal
tech ni cal	initiate	ov ^e rture
prev a lent	retention	des ^t itute

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 8A: EIGHTH WEEK

8A—NEW WORDS

res pite
ef fec tu al
vin di cate

8B—REVIEW

chasm
consign
benevolent

7A—REVIEW

reālity
vārīous
īnstīnct

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

der e lict

efficiency

prēserve

il lit er ate

estimable

authēntic

prim i tive

promissory

cōnsēquence

Tuesday—Look up the meaning of the word "illiterate." Then try to write its synonym and its antonym.

ver ba tim

visual

stalwart

ex ces sive

vicious

īnfāntry

chiv al rous

apparent

kērōsēne

Wednesday—Form a derivative by adding to "visual" a suffix beginning with "i"; a suffix beginning with a consonant.

har bin ger

civilian

prēdict

con sist ent

etiquette

fōrfeītūre

ap prox i mate

momentum

cōntīnūous

Thursday—Note markings and sounds of vowels in third column. Copy words in other columns, if any, having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words *before* spelling, not after, pausing between syllables in words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

To teachers: See "Rules for Spelling," page vi.

GRADE 8 A: NINTH WEEK

8 A—NEW WORDS

hoax
se quence
in dig nant

8 B—REVIEW

wrest
client
massacre

7 A—REVIEW

triō
lāunch
pīōnēer

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

he red i ty	solicitor	mārīnēr
req ui site	ravenous	chīvālry
con sci en tious	hospitable	īngēnioŭs

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

in ter cept'	rabble	trēason
pe cu ni a ry	precinct	īndŭlge
mis con strue	unavoidable	ūnīversīty

Wednesday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

dif fi dence	tendency	sēcēde
ex cus a ble	illustrious	ēxcēed
strat a gem	foreclosure	lēgīslātŭre

Thursday—"Excusable" is derived from "excuse." "Excuse" is the root word and "excusable" the derivative. "Excusable" contains the suffix "able."

vi vac i ty	vantage	dowēr
aux il ia ry	counterpart	sŭffrāge
ob li ga to ry	commendable	bŭrlēsque

Friday—The word "commendable" is a derivative word. Find its root. Tell its prefix or suffix.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 8 A: TENTH WEEK

8 A—NEW WORDS

8 B—REVIEW

7 A—REVIEW

quest

forbearance

cŭlprĭt

mu nic i pal

extravagance

dĕvēlŏp

cog ni zance

remonstrance

cŏnvĕniĕnt

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

creed

humorous

vēndŏr

so lic it ous

recreation

prŏdĭgy

in au gu rate

impossible

ŏrĭgĭnāte

Tuesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

wan ton

ravage

săŋctŭm

sin cer i ty

hostility

foundātion

phe nom e non

ambassador

mŏnŏtŏnŏŭs

Wednesday—Is "sincerity" a root word or a derivative? If a root word, spell several derivatives, if a derivative, spell the root.

void

sordid

pŏlĭtics

a non y mous

annuity

ĭntĕrvāl

cir cum stan tial

cylindrical

sŭbstānce

Thursday—If you do not know the meaning of the word "anonymus," consult the dictionary; then write its synonym and its antonym.

er mine

polls

pŏrtĕr

re prieve

vintage

vĭcĭnĭty

trac ta ble

masquerade

mănĭfĕst

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 8 A: ELEVENTH WEEK

8 A—New Words

rev er ie

liq ue fy

ex or bi tant

8 B—REVIEW

credible

literature

elementary

7 A—REVIEW

régime

royalty

něgligěnt

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

dole ful

im be cile

cap il la ry

forage

gymnasium

superstition

bulletin

contract

ěvidence

Tuesday—Write a derivative by adding to the word "contract" the suffix "ed." Is the "e" silent, or not, in the derivative?

ten sion

cov et ous

con fis cate

usurp

zenith

familiarity

sculptor

fórtitűde

vöcábűlary

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

re cluse

fal la cy

as sim i late

tableau

creditor

dexterous

dittö

sűspěnsě

ärtificiál

Thursday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

ve he ment

mar vel ous

con ta gious

pleurisy

pedestal

controversy

plăněts

pärtisăn

pűnctűäte

Friday—"Marvelous" is derived from "marvel." "Marvel" is the root word, and "marvelous" the derivative. "Marvelous" contains the suffix "ous."

GRADE 8 A: TWELFTH WEEK

8 A—NEW WORDS

coun se lor
tra ge di an
prot es tant

8 B—REVIEW

aught
inventory
anniversary

7 A—REVIEW

cūrable
fōrcible
ātrībūte

Monday—Is "protestant" a root word or a derivative? If a root word, spell a derivative; if a derivative, spell the root.

cro nies

listless

nōvēlīst

ma li cious

prohibit

āccēptānce

re cu per ate

liberality

āntēcēdēt

Tuesday—Form a derivative by adding to "listless" a suffix beginning with a consonant. Is meaning of original word changed?

de lir i um

drapery

synōnym

al le giance

associate

wondroŭs

in ces sant ly

tremendous

rēmēmbrānce

Wednesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

scru ple

prophecy

dīscern

em bel lish

bankrupt

vācāncy

re pu di ate

accidental

permānēt

Thursday—Note markings and sounds of vowels in third column. Copy words in other columns, if any, having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test of the lesson, which is a short, brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 8 A: THIRTEENTH WEEK

8 A—NEW WORDS

cu ti cle

pro trude

un ob tru sive

8 B—REVIEW

miser

privation

subordinate

7 A—REVIEW

anarchy

financial

procession

Monday—Write an antonym for “unobtrusive”; a synonym. Consult the dictionary, if you do not know the meaning of this word.

vogue

rel e vant

so lil o quy

vagrant

pedestrian

substantial

cārēer

mēmbrāne

sūpērīntēndēnt

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

trans pose

fra ter ni ty

con ces sion

impulsive

custodian

parachute

ācquīt

circuīt

ēmergēncy

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

hu mil i ty

drudg er y

main te nance

collision

conscious

excellency

ēvīct

sūspēnd

ēlōquēnt

Thursday—Of what words in this lesson can you tell and spell the roots? From these roots, form and spell other derivatives.

ep i gram

in teg ri ty

al le vi ate

refrain

hypnotic

exaggerate

nōmīnāte

prēfērāble

crēdēntiāls

Friday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

GRADE 8 A: FOURTEENTH WEEK

8 A—NEW WORDS

8 B—REVIEW

7 A—REVIEW

per ju ry

curdle

tōtēm

tab u late

solitaire

ōcūlist

con va les cent

equivalent

workmānshĭp

Monday—Form derivatives from "tabulate," adding a suffix beginning with a vowel; a suffix beginning with a consonant.

cy cle

tissue

wāsteful

il leg i ble

universal

āccūrācy

scru pu lous

correspondence

vēnērāble

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

raze

constraint

rĭdĭcūle

sa gac i ty

conveyance

lēgĭslātor

vin dic tive

treacherous

quarāntine

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

hov er

indirect

vēnēer

rad i cal

conscience

bēquēath

man'da rin

picturesque

sŭbmārine

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

in del i ble

vernal

stĭmŭlānt

lux u ri ant

rampart

ĭmāgĭnāry

palm is try

confidential

rēasonāble

Friday—Name the derivatives in this lesson whose roots admit of other derivatives. Can you write these other derivatives?

GRADE 8 A: FIFTEENTH WEEK

8 A—NEW WORDS

par a ble
har mo nize
in sep a ra ble

8 B—REVIEW

imitation
manageable
remunerative

7 A—REVIEW

dīspēl
fervor
ămâteăr

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

sur feit	available	hīccūp
ver sa tile	exhaustion	vōlūntăry
te nac i ty	supervision	tēmperătūre

Tuesday—When we write the form of "surfeit" that ends in "ed," must we double the final consonant? See page vi.

in trigue	civic	yawn
stren u ous	suspicious	prōgrām
rem i nis cence	veterinary	dīstīnguīsh

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

ves tige	astronomy	dăuntlēss
pre ten tious	supremacy	grătītūde
syn on y mous	hypotenuse	făvorăble

Thursday—Has the word "synonymous" a prefix or a suffix? If so, pronounce and spell the prefix or suffix. Spell the root.

ven om ous	relapse	clīmăx
in ter pret er	palisade	gēntry
sus cep ti ble	symmetry	īmpēdīmēt

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 8 A: SIXTEENTH WEEK

8 A—NEW WORDS

8 B—REVIEW

7 A—REVIEW

ham per

succession

rětĭnũe

con sec u tive

intellectual

cěrēmōny

pro mis cu ous

commodious

thěrmōmētěr

Monday—Consult your dictionary for the meaning of "consecutive," if you do not know it. Write its antonym and its synonym.

veer

redeem

jāunty

ran cid

verdant

cātārrh

in ge nu i ty

sympathize

syndĭcāte

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

terse ly

tripod

dēvice

suc cumb

renovate

fělōny

res ti tu tion

resignation

bountěōŭs

Wednesday—Note markings and sounds of vowels in third column. Copy words in other columns, if any, having same vowel sounds.

ster i lize

repeal

spĭnāl

in au gu ral

invoice

ěclĭpse

pre cau tion

indulgence

hěrōĭsm

Thursday—Is "indulgence" a root word or a derivative? If a root word, spell a derivative; if a derivative, spell the root.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 193 to 209. *First week,* assign lessons thus: Monday to Thursday, new words, pages 193 to 200 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 201 to 208 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

THINGS FOR PUPILS TO REMEMBER

To pupils: The following suggestions are for *you*. Do not forget them.

1. Get your mind right down to your lesson and keep it there when you study spelling. It does not help you much to write the words of your spelling lesson unless you are *thinking* when you do so.
2. Learn to study *hard*, with less and less help from your teacher. When she directs your study, it is to teach you *how to study*—not to make the work easy for you.
3. As soon as possible, learn directions for study on the pages of this book so that you can remember and follow them by merely glancing at them.
4. It does not help you in spelling to remember the order of words in a lesson. Spend your time learning the order of letters in words.
5. Always read suggestions under "Monthly Review," and follow them in your spelling exercises.
6. Always write carefully in spelling recitations.
7. In tests, listen carefully so you can write a word the first time your teacher pronounces it.
8. In the daily spelling lesson, do your part toward completing the test and the correction of errors in a short time.
9. After correction of the day's spelling lesson, spend a short time studying the correct forms of the words you missed. Then copy them into a notebook for future study.
10. At the close of every month, write a list of the words you have misspelled during the month, and study until you can spell them for your teacher or for some pupil she selects.
11. If spelling is harder for you than for others in your class, give extra time to home study. Ask your parents, or brothers and sisters, to help you learn all words which your teacher asks you to study at home.
12. As you have spare time, study "Words Frequently Misspelled When Writing," page xxii; also "Phonetic Words," page xxiv.
13. Be sure to master the "Phonic Chart" intended for your class.
14. Have a dictionary of your own at school, if possible.
15. On the day after you have missed a lesson, because of a holiday or some other special occasion, omit the review words in your advance lesson and study, instead, the new words of the lesson you missed.

RULES FOR SPELLING

Seventh- and eighth-grade teachers should occasionally read with their pupils the "Rules for Spelling" given below, then have them find words in the text that come under these different rules. This should be easy for pupils after having the work in word making as provided for in this *Speller*.

1. Most words ending in silent *e* drop the *e* before adding a suffix beginning with a vowel. Example, *come, coming*.

2. Most words ending in silent *e* retain the *e* before adding a suffix beginning with a consonant. Example, *tune, tuneful*.

3. Words ending in *oe* and *ee* retain final *e* before all suffixes except those beginning with *e*. Example, *hoeing, freer*.

4. Most words ending in *ce* or *ge* retain the *e* before adding suffixes beginning with *a* or *o*. Example, *notice, noticeable; manage, manageable; courage, courageous*.

5. Final *y* preceded by a consonant is usually changed to *i* before all suffixes except those beginning with *i*. Example, *beauty, beautiful*.

6. Final *ie* is changed to *y* before adding a suffix beginning with *i*. Example, *die, dying*.

7. Words of one syllable and other words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before adding a suffix beginning with a vowel. Example, *mat, matting; begin, beginning*.

8. Most nouns form their plurals by adding *s* to the singular, but nouns ending in *s*, *sh*, *ch*, *x*, or *z* add *es* to form their plurals. Example, *gas, gases; class, classes; sash, sashes; church, churches; box, boxes*.

9. Nouns ending in *y* preceded by a consonant form their plurals by changing *y* to *i* and adding *es*. Example, *county, counties*.

10. Some nouns ending in *o* form their plurals by adding *es* to the singular. Example, *hero, heroes*.

11. Some nouns ending in *f* or *fe* form their plurals by changing *f* or *fe* to *v* and adding *es* to the singular. Example, *leaf, leaves; life, lives*.

PART I

SUGGESTIONS TO TEACHERS

Success in spelling depends as much upon teachers and methods as upon pupils and word lists. It is absolutely imperative that teachers of spelling have definite and systematic plans for the work.

I. METHODS FOR SPELLING EXERCISES IN SECOND GRADE

In the second grade teachers generally feel that they can conduct spelling from the blackboard more advantageously than from the book, because of the better possibilities for development in connection with the board work. Nevertheless, some prefer to have the book in the hands of the pupils. Suggestions for second-grade teachers follow. (See words for the first half year, pages 1 to 9.)

This book provides for six words daily, three of which review the new words in the lesson of the day before. If taught from the blackboard, these words should be written in letters at least two inches high.

NOTE. Pupils learn to spell most readily under methods that recognize four different kinds of spelling exercises: Supervised study; independent study; the test; correction of errors.

Because success in spelling is so dependent upon proper methods for conducting these various exercises, suggestions are given as follows:

SUPERVISED STUDY

After a quick test of the six words studied the preceding day, place upon the blackboard the six words comprising the lesson for the day, and supervise pupils in the study of it. For suggestive methods, see forms for "Supervised Study" in third and fourth grades, pages xi to xiv.

References found in these forms to diacritical markings do not apply to spelling in the second grade. All other suggestions are applicable. Therefore these forms should be studied carefully and adapted by second-grade teachers to the daily needs of their classes.

It will be noted that each form of supervised study, as given on pages xi to xiv, is intended to be used for a week at a time. The four forms

cover a month's continuous work and should be made to cover the whole year by means of monthly repetition.

One important phase of study, which should receive daily attention at this point, is the supplementing of the phonic words of each lesson. For example, in connection with lessons containing the words "wing," "duck," "thank," the teacher should pronounce and have pupils spell by ear such words as "sing" and "bring," "cluck" and "pluck," "bank" and "sank." See "Phonetic Words," page xxiv.

During the supervised study of the lesson, in classes where pupils do not study from the *Speller*, have each pupil copy the words from the blackboard into his spelling blank, seeing that he makes no mistakes. In this manner, let him make a little second-grade spelling book of his own, a lesson at a time.

On the day after a lesson has been missed, because of the intervention of a holiday, teachers should omit the review words for the day, substituting for them the new words from the lesson that was omitted.

INDEPENDENT STUDY

Have pupils study independently for at least fifteen minutes daily. Have them take their self-made spelling books into which they have written the words for the day, or this book, and study—each trying to get a good picture of each word and to hold it in mind for a short time before writing it on a long, narrow strip of paper. When a child has thus written the list once, have him turn it back, folding the paper so that he cannot see and copy his previous list. Then have him again write the same list of words. In this way each copy of the list may be made to represent a new attempt at self-directed visualization. The average pupil can thus slowly evolve three or four copies of a list of six words during a fifteen-minute study period.

THE TEST

During the first five minutes of any day's spelling exercise, if possible, give pupils a test of the words studied the day before. This may be either oral or written. See suggestions for "The Test," page xiv.

CORRECTION OF ERRORS

Give daily attention to correction of words misspelled in tests. In oral tests, write on the board the correct form of each misspelled word immediately after the wrong spelling has been given, and, at the close of the test, call attention to the list thus produced, allowing a moment for study. After written tests, let the teacher, sitting at her

desk, call up a few pupils at a time, perhaps a row of them, and inspect the work of each as he hands her his list. Let her take a moment to help each pupil according to his special need. (See suggestions for "Correction of Errors," page xvi.)

For the second half year (see words on pages 9 to 17) follow suggestions in method given for the first half year, pages vii to ix.

II. METHODS FOR SPELLING EXERCISES IN THIRD AND FOURTH GRADES

NOTE. In order to make the method very clear it is presented in a somewhat imperative style. It should be understood, however, that all suggestions contained herein are only "suggestive," and intended in no sense to be final. Each teacher should, of course, adapt this method to her special needs. (See Note, p. vii.)

SUPERVISED STUDY

One purpose of supervised study in spelling is to direct pupils so as to enable them to put forth more effort than would otherwise be possible. The teacher should keep this purpose constantly in mind and conduct all spelling exercises so as to accomplish it.

Another purpose of supervised study is to teach pupils *how to study* spelling. Every lesson should, therefore, be made to develop initiative in study on the part of pupils.

Directions for study are given under the lessons of the text, all of which are intended for supervised work in third and fourth grades. Pupils will, sooner or later, be able to follow some of these directions without guidance.

It will be noted that these directions are duplicated every month during the third and fourth years, making it easily possible for pupils to become familiar with them.

The work should take the form of class exercises so that all may have a part in and benefit from all discussions.

Teachers should see that pupils understand each direction in the book as it appears, so they may recognize and be able to follow it on future occasions.

Four forms, corresponding to the four weeks of the month, are given for supplementary supervised study. Each form is intended to be used for a week at a time, the four covering a month's continuous work and made to cover the whole year by means of monthly repetition.

The suggestions in these forms should be drawn upon daily by teachers and made to supplement the directions for study printed under the lessons of the text. They must be presented orally, of course, as teachers should never refer to the book for them during recitations.

A comparison between the directions for study printed on the pages of the text and the suggestions for study given in the four supplementary forms shows that about the same ground is covered in the two places. They differ, however, in that the pages of the text give only one direction daily, while each of the four forms suggests enough work to fill ten or more minutes of brisk study.

The thought is that by means of these two provisions for supervised study teachers cannot fail to understand or pupils to accomplish the aims of this work.

Every teacher should study the four supplementary forms until thoroughly familiar with each and able to follow it without reference to the book. Until she becomes familiar with each form as needed, she should copy it on a slip of paper and refer to it as necessary in class.

At first it will not be possible to cover any one of these forms in the time given to supervised study, but the teacher's constant aim should be, after finishing the special direction for the day printed under the lesson in the text, to cover more of the appropriate supplementary form during each lesson until she has developed such power of concentration in pupils and such expedition in handling lessons that she can cover most of the form for any day's work, if not the entire form, in ten minutes. If she has only five minutes for supervised study, however, she cannot cover more than half the form for the day.

The work from these forms for supplementary supervised study should, of course, be conducted as class exercises.

NOTE. In cases where second-, third-, and fourth-grade teachers have only fifteen minutes daily to devote to classes in spelling, they can most profitably utilize this time by testing and correcting the day's lesson during the first five minutes, spending the remaining time assigning the next lesson and supervising pupils in the study of it, thus preparing them for independent study later in the day.

In rural schools, where teachers have only five minutes daily for each spelling class in second, third, and fourth grades, they can most profitably spend that time supervising the study of pupils, leaving the test of the lesson to one of the older pupils trained for the work.

On the day after a lesson has been omitted, because of the intervention of a holiday, teachers should omit the review of words for the day, substituting for them the new words from the lesson omitted.

Form I. For Supervised Study

(To be drawn upon by the teacher, during the first week of each month, in supplementing directions given under lessons in the text.)

Pupils should very distinctly pronounce such words in the lesson as they can, the teacher pronouncing the others. They should then study the list as follows: Pronounce those words described by the teacher (example, the word that means "the cost of something"); pronounce words of more than one syllable, pausing between syllables; study all words diacritically marked—

- (1) giving the vowel sound as heard in each;¹
- (2) telling whether the vowel has the short, the long, or some other vowel sound;
- (3) naming silent letters;

tell which words, if any, they can spell without further study; pronounce the words of the lesson most difficult to spell and determine the most difficult part of each.

Finally, pupils should study the entire lesson as follows: Look while the teacher erases a word from a list on the board, then pronounce and spell it, individually, as called upon; look at a word on the board, as directed by the teacher, close eyes and hold the picture, thus visualizing the word, then, keeping eyes closed, spell it, individually, as the teacher calls upon different pupils.

Form II. For Supervised Study

(To be drawn upon by the teacher, during the second week of each month, in supplementing directions given under lessons in the text.)

Pupils should pronounce very distinctly such words in the lesson as they can, the teacher pronouncing the others. They should then study the list from the board as follows: Pronounce each word after the teacher, then name its letters in concert while looking at it; use at least two of these words in oral sentences; decide upon accented syllables and place accent marks; spell the accented syllables of words, also unaccented syllables; study all words diacritically marked—

- (1) listening to the teacher's pronunciation of each and telling, without looking at the book, whether the vowel is short, long, or has some other sound;¹ also telling whether it should be marked, and if so, how; then looking at the mark in the book, if there is one;
- (2) pronouncing words, if any, whose vowel sounds are neither short nor long;

¹ In words of more than one syllable, consider marking of accented syllables only.

- (3) telling what combination of letters gives a long vowel sound in words containing long vowels, as, "ay" in "day"; "ai" in "rain"; "eau" in "beau"; "oa" in "coat"; "ou" in "four"; "ow" in "grow";

discuss ways of remembering the spelling of the most difficult parts of the most difficult words.

Finally, pupils should study the entire lesson as follows: Look at a word in the book and *concentrate* upon it, *thinking* the letters, thus visualizing each word as the teacher slowly pronounces the whole lesson; then close books, and, as the teacher writes on the board the first letter of each word, reproduce the whole word, spelling orally, one pupil at a time, as called upon.

Form III. For Supervised Study

(To be drawn upon by the teacher, during the third week of each month, in supplementing directions given under lessons in the text.)

Pupils should very distinctly pronounce such words in the lesson as they can, the teacher pronouncing the others. They should then study the list as follows: Give other words that have meaning similar to certain words found in the lesson and pronounced by the teacher; pronounce all words containing more than one syllable, pausing between syllables, then underline one or more of these syllables in words written upon the board; study all words diacritically marked—

- (1) giving the vowel sound as heard in each;¹

- (2) telling whether it has the short, the long, or some other vowel sound;

- (3) naming silent letters;

spell phonetically other words similar to those in the lesson as pronounced by the teacher—for example, "sheet" and "sweet" after spelling "beet"; decide, individually and silently, upon the words most difficult for pupils and try to discover some way to remember the spelling of each.

Finally, pupils should study the entire lesson as follows: At a signal from the teacher, look at a word of the lesson written on the board; at another signal, look away and hold the picture in mind thus visualizing the word; and at the next signal, write the word on paper comparing it with copy on board; then, after visualizing the entire lesson, put down pencils, close eyes, and see what picture of each word is called up as the teacher slowly pronounces the list, opening eyes after each word to compare the picture with the word on the board.

¹ In words of more than one syllable, consider marking of accented syllables only.

Form IV. For Supervised Study

(To be drawn upon by the teacher, during the fourth week of each month, in supplementing directions given under lessons in the text.)

Pupils should study all words diacritically marked—

- (1) listening to the teacher's pronunciation of each, and telling without looking at the book whether the vowel is short, long, or has some other vowel sound;¹ also telling whether it should be marked, and if so, how;
- (2) pronouncing words, if any, whose vowel sounds are neither short nor long;
- (3) telling what combinations of letters give the long vowel sound in words containing long vowels, as, "ay" in "day"; "ai" in "rain"; "eau" in "beau"; "oa" in "coat."

Pupils should then study the lesson as follows: Indicate, individually, the words they could not use in sentences, having other pupils use them, if possible; find "hidden" words in the words of the lesson—example, "end" in "friend," "each" in "preach"; look carefully at a word of two or more syllables, written on the board, close eyes while the teacher erases one syllable, then open eyes, and when called upon restore that syllable in writing.

Finally, pupils should study the entire lesson as follows: One child, or one row of children, or several rows in turn, stand and quickly spell part or all of the words of the lesson, without looking at them, as the teacher pronounces each from the board, while the rest of the class look at the list; then, after they have been erased from the board, try to recall the words of the lesson and guess the one the teacher has in mind, saying, for example, "Is it window?" spelling "w-i-n-d-o-w."

INDEPENDENT STUDY BY PUPILS

Impress upon pupils the fact that supervised study in no way decreases their responsibility for independent study, but that it increases such responsibility because it teaches them better *how* to study. Also, impress upon them the importance of holding their minds down to the work in the study of spelling.

When studying the words of a lesson independently, pupils in both third and fourth grades should endeavor so far as possible to follow the plan used in the previous supervised study of the list. In addition, they should always write the lesson. As they study each word, they should try to get a good picture of it and hold it in mind for a little time before writing it on a slip of paper. When a pupil has thus written the list once, he should turn it back, folding the paper so that when writing

¹ In words of more than one syllable consider marking of accented syllables only.

the list again he may not see and copy the words he has just written. He should copy the lesson several times in this way, carefully visualizing as he does so.

Pupils who have difficulty with spelling should, during the first week of each month, copy from the speller the fifty-seven new words for the month, using this list for home study. Teachers should correct these lists when copied, before pupils take them home.

THE TEST

The test of the day's spelling lesson should be a quick, business-like proceeding, occupying, together with the correction of errors, about five minutes. This brief time is the goal toward which teachers should work. Often in the third grade, and sometimes in the fourth, the exercise will need to be of greater length.

The test of the spelling lesson should be given the day following supervised study. It is impossible really to *test* pupils immediately after study.

Most of the daily tests in third and fourth grades should be written. Teachers should give just enough oral tests to keep pupils in practice for oral spelling. The teacher should pronounce words once only, and have pupils write them in spelling blanks or in booklets made for the purpose.

Teachers should follow the suggestions in the note introducing the phonetic words on page xxiv.

Third-grade teachers should give systematic drill from the phonic chart on page xxxi, employing all columns under "B" and the first two columns under "A" and "C" for "B" class, while employing all columns under "B" and the first four columns under "A" and "C" for "A" class work.

At least once a week throughout the fourth year, oftener if necessary, teachers should have pupils turn to this chart and spend five or ten minutes following the directions there given for phonic drill.

Teachers should explain to pupils that in order to use the dictionary intelligently they need to learn the sounds and markings of letters as found on this chart, and that they should be able easily to stand the tests it suggests.

The passing of spelling blanks and pencils just before the written test should be quiet, but very expeditious.

In oral spelling, pupils should always pronounce words before spelling them, not after, and should indicate the syllables of a word by pausing between them.

Teachers should extend the test exercise a couple of minutes daily, devoting this time alternately to brisk oral review of words missed in written composition during the last month, and to oral spelling of phonetic words in common use, which pupils should spell by ear without special study. A list of "Words Frequently Misspelled When Writing" is given on page xxii. Teachers should draw from this list and should supplement it to suit individual needs. A list of phonetic words in common use is given on p. xxiv.

The monthly review tests should be given orally, occupying, in addition to the regular test period, the time for supervised study and as much more time as is necessary to the success of the exercise.

In schools that are sufficiently large, this monthly review should take the form of a contest. Suggestive devices follow:

One Set of Pupils against Another Set; or One Class against Another

1. Pronounce words, going four times around one set or one class, and on blackboard keep score of mistakes; do same with other set or class; compare scores to ascertain which side wins. If time permits, repeat exercise.

2. Pronounce a word to one set or class, then to the other, until all pupils have spelled, keeping score on blackboard of mistakes; repeat this exercise enough times to insure thorough test of each pupil.

3. Have each pupil bring to class a list of words he has misspelled during the month. Pupils having made no mistakes may bring lists containing the most difficult words. Have first pupil on side A pronounce a word to pupil opposite him on side B. If pupil on side B spells correctly he pronounces a word from his list to second pupil on side A, who spells and then pronounces a word from his list to second pupil on side B, and so on. If a pupil misses a word, it must be spelled by some one on the original side before counting against the side missing. To keep score on blackboard select pupil who has misspelled few or no words during the month.

A Circle Exercise

Have class form a circle and choose as leader some pupil having high standing during month. Have leader stand in circle and pronounce words. Leader should call no attention to a mistake unless it passes around circle and back to original pupil. The first pupil to note a mistake should await his turn to spell, when he should correct misspelled word and pass to the place in circle occupied by pupil who made the mistake. If two or more mistakes are made before the first is discovered, they should be corrected by the pupils who detect

them and await their turn to spell correctly. The winners of the contest are all pupils who have not had others go above them.

A Pupil-Teacher Test

From a class containing twenty to forty pupils, select five of the best spellers, giving to each a list containing one fifth of the words to be reviewed, and station these pupils at different points about the room. Divide the remainder of the class into five groups, namely, A, B, C, D, and E, directing each to take its place before a pupil-teacher. Have each pupil-teacher give quick but quiet drill to his group from words on his list. At signals, have pupil-teachers pass to new groups, thus giving entire class drill upon entire list. Have pupil-teachers keep a score of the mistakes made by each group. The group having fewest mistakes during the entire exercise wins contest.

In classes of less than twenty pupils, less than five pupil-teachers are required for this exercise.

CORRECTION OF ERRORS

After words are written, have each pupil look over his own list, pointing to and thinking about each letter in each word. Have him thus endeavor, without assistance, to discover any possible mistakes. Have him draw a line through each misspelled word he finds and write the correct form immediately after it.

After such preliminaries, at the discretion of the teacher, pupils may correct their own papers, or exchange papers for correction, or pass papers to teacher for correction.

Either the teacher, or some pupil who has a perfect paper, should spell when class correct. At the close of such exercise, each pupil should write the number of misspelled words on the paper he has corrected, placing a cipher on the paper if it has no mistakes.

Correction is for the purpose of ascertaining which words are not impressed upon individual pupils. Hence it should be followed by devices for impressing them. Scolding seldom helps, and often hinders. Writing the words many times does little good, while keeping pupils after school often deadens their interest and defeats the undertaking.

The following suggestions are therefore given:

1. After correction, each pupil who has made mistakes should open his speller and look at the correct form of each word missed, trying to fix it in mind.

2. Each pupil should write in the back of his spelling blank, under the date of the day's lesson, the correct form of each word he has

misspelled and should study it as he finds spare time. The teacher should occasionally test him in spelling these words from his spelling blank. Each pupil should keep a list of the words he has misspelled more than once, on different dates, and study them.

3. Pupils who have missed words in the lesson of the previous day should always be prepared to stand and spell them. Teachers should call upon at least one or two pupils daily so as to keep up interest and effort.

4. Each pupil should write, in the back of his spelling blank, the correct form of each word he misspells in written composition, and should study these words along with those from the regular spelling lesson as he finds spare time. The teacher should include these words in her occasional tests from the spelling blanks.

5. Teachers should try to induce pupils to keep, at home, a properly spelled list of their misspelled words, and study them, assisted by parents, if possible.

The teacher, as well as the pupils, should correct spelling lessons. She should collect spelling blanks and examine them after school, writing "E" (meaning "excellent") on each tidy list that is correctly spelled, and "C" (meaning "correct") on each perfect but untidy paper.

If, in testing pupils, teachers have them mark words diacritically, as marked in the book, they should not subtract from their *spelling* standing when they make mistakes in marking. Here again, they may give "C" instead of "E," making it clear to pupils that "correct," in this case, refers to spelling only.

In her spelling notebook the teacher should tabulate difficulties of individuals, and decide how to deal with them. She should use them at the next period for supervised study, remembering that time spent in correction of papers is utterly wasted unless made to react upon the spelling power of pupils.

Interest is aroused in spelling by making the results of tests a matter of record. This may be done by—

- (1) making a class list for daily tests, showing a check or star after the name of each pupil for each perfect lesson; or showing the number of weeks that each pupil has had perfect lessons;
- (2) placing on a bulletin the class average for the monthly review test, together with that of the previous month, for comparison;
- (3) sending reports to parents;
- (4) sending reports to county superintendents and to city principals.

III. THE USE OF THE DICTIONARY

A series of exercises leading up to a knowledge of the use of the dictionary is given below. These should be taught at the beginning of the fourth year, after which each pupil should look up the meaning of at least one word daily. Encourage pupils to own dictionaries.

1. Have pupils review the alphabet until every one can repeat it without hesitation.

2. Have pupils tell the location of certain letters in the alphabet; example, "d" is nearer the beginning of the alphabet than "k"; "t" is nearer the close of the alphabet than "p."

3. Have pupils arrange the words of the spelling lesson in alphabetical order, with reference to the initial letters.

4. Have pupils arrange in alphabetical order a list of words beginning with the same letter; example, "lamb," "leave," "lost."

5. Review diacritical markings as found on the phonic chart, page xxxi.

6. Finally, have pupils look up in the dictionary the *meaning* (not pronunciation) of one word daily. However, do not let them take the time required for this from the time allotted for the study of spelling.

NOTE. While impressing the *spelling* of words, it is best not to depend upon the dictionary for pronunciation, because some dictionaries, the latest edition of *Webster's New International*, for example, respell for pronunciation, employing phonetic combinations of letters that often represent the incorrect spelling of words. It would confuse pupils, were they, at this point, to have their attention called to these forms.

IV. A DOZEN DON'TS

(For Teachers)

1. Don't fail to prepare spelling lessons daily. Let every teacher be sure of the pronunciation, syllabication, diacritical marking, and meaning of each word. Let her also be thoroughly prepared as to some method of teaching the four phases of the lesson: Supervised study; independent study by pupils; the test; correction of errors. (See suggestions for second grade, pp. vii to ix; for third and fourth grades, pp. ix to xviii.)

2. Don't misunderstand the purpose of supervised study in spelling. It is not to make the work easy for pupils and to relieve them of effort, but rather to so direct them as to enable them to put forth more effort than would otherwise be possible, and at the same time teach them *how to study* spelling.

3. Don't forget that pupils learn through mental concentration. The quiet attitude best assists in this, not the moving of lips, or the restless waving of hands, or motion of bodies.

4. Don't think that pupils are necessarily studying spelling when copying a list of words many times. They may copy, and not put forth one educative effort.

5. Don't waste the time of pupils by requiring them to remember the sequence of words in lessons. Don't have pupils memorize spelling lists so as to write the whole lesson without having words pronounced for them. The sequence of letters in words is the important thing.

6. Don't fail to use the blackboard in supplementing study from the book, or, when using it, to write words large enough to be seen easily from the back of the room.

7. Don't pronounce a word more than once for pupils to write in the spelling test, but have the attention of the whole class before pronouncing each word.

8. Don't mispronounce a word so as to give pupils a clew to the spelling. For example, don't say, "di'vide" for "di vide'."

9. Don't accept careless writing in spelling recitations.

10. Don't forget to strengthen spelling, when possible and practicable, through other lessons, *but*, don't forget that a spelling lesson is primarily for *spelling*.

Have pupils watch in their reading for words in past spelling lessons, and call attention to them at appropriate times.

Don't allow pupils to guess at the spelling of words in written composition. Teach them to write only the first letter of each word they cannot spell, leaving space for the remainder of the word which they must fill in after obtaining the correct spelling either from the teacher or from the dictionary. Don't forget to keep a list of the common words misspelled in written composition during each half year. Don't take much time from *spelling* to study the meaning of words.

11. Don't allow backward pupils to think they can't learn to spell. Encourage them in all possible ways. Try to diagnose their cases and teach them how to study. Praise them for improvement. Don't hold them accountable for all the words of a lesson suited to the average child in the class, but suit the length of the lesson to the ability of each of these special cases, excusing them from as many words as necessary. Don't embarrass them, if they are putting forth their best effort, by asking them to report daily, before the class, the number of mistakes they make. Don't discourage them by constantly praising the pupils who always have perfect lessons without effort.

12. Don't fail to devise some means of interesting the parents in spelling and of inducing them to help supplement the school work of their children by home study of spelling lists in all cases where it is necessary.

PART II

A WORD TO PUPILS AND TEACHERS

TO PUPILS

DIRECTIONS FOR THE STUDY OF SPELLING

In the lower grades you learned that to study spelling means more than to write words many times, or to say their letters over and over. You learned that pupils must do their best thinking while looking at words from several different sides. Moreover, under your teacher's supervision, you learned how to follow printed directions for the study of spelling, and will now find no difficulty in following the directions addressed to you and placed under the lessons in this book.

When studying spelling always write each day's lesson two or three times. As you study each word try to get a good picture of it and hold it in mind for a little time before writing it on a slip of paper. When you have written the list once, place the paper so that when writing the list again you cannot see and copy the words you have just written.

Try to grow in power to hold your mind down to the work when you study spelling. Remember that whether or not you become a good speller depends as much upon *you* as upon your teacher.

TO TEACHERS

HOW TO DIRECT THE STUDY OF SPELLING

The co-operation of teachers is necessary to the best success of the plan of any book. This book is not an exception to the rule. While pupils must acquire the "spelling habit" through the exercise of their own initiative, teachers can do much to encourage them to their best efforts and to inspire them to their most *intelligent* initiative.

Pupils who have studied Part I of this *Speller* have been taught, through supervision, how to study spelling. Many pupils studying Part II, however, have not had Part I. Upper-grade teachers should, therefore, teach all pupils who need help how to study.

It is especially important that pupils acquire the habit of discovering ways to help them remember the spelling of words. For example, the last four letters in "yacht" come in the same order as in the alphabet; in "business," "i" takes the place of "y"; the first five letters of

"invitation" are the same as those of "invite"; each of the first three syllables of "divisible" contains "i."

It will be noted that directions for study in Part II, under the lessons of the text, are addressed to pupils. Teachers should see that every pupil understands each of these directions. Until every pupil does so, teachers should discuss daily with the whole class the appropriate direction for the day. As soon as the whole class understand all directions, pupils should be required to study without assistance. However, teachers should spend some time daily supervising those slow pupils who find the work difficult.

NOTE. Teachers should help pupils decide which of the five directions on a page are applicable to all the spelling lessons on that page and which are applicable only to the special lessons under which they occur. Pupils should be encouraged to apply to each lesson all the directions on the same page that are applicable to it. Teachers should spend a few minutes daily passing from desk to desk as pupils study, ascertaining which have ability, first, to recognize and then to follow all directions on the page applicable to the lesson. They should give some special attention to those who do not as yet have such ability.

Just before pupils begin the fifth-grade spelling lists, let teachers prepare them for the work in word making by explaining the meaning of "root word," "derivative," "prefix," and "suffix." Tell them (1) that a root word is a word not derived from another word, as "run," "nine"; (2) that a derivative word is a word formed by the addition of a letter or letters to a root word, as "recent," "recently"; (3) that a suffix is a letter, letters, syllable, or word added to the end of a root word to change its meaning, as "ing" in "running," "ty" in "ninety"; (4) that a prefix is a letter, letters, or syllable joined to the beginning of a root word to change its meaning, as "un" in "unfold," "dis" in "disarm."

Teachers should acquaint pupils with the meaning of "synonym" and "antonym." Tell them (1) that synonyms are words of like meaning, as "letter" and "epistle"; and (2) that antonyms are words of opposite meaning, as "encourage" and "discourage."

Let seventh- and eighth-grade teachers occasionally read with their pupils the "Rules for Spelling" given on page vi, and find words in the *Speller* that come under the different rules. These rules should be easily grasped by pupils after having the work in word making as provided for in this *Speller*.

On the day after a lesson has been omitted, because of the intervention of a holiday, teachers should omit the review words for the day, substituting for them the new words from the lesson omitted.

WORDS FREQUENTLY MISSPELLED WHEN WRITING

All classes having ten months of school yearly should spend the last two weeks of each half year in drill upon words missed in written composition during the semester.

The following list contains words frequently misspelled by some pupils in every school. Teachers should draw upon this list, as needed. They should also give drill from self-made lists in which they have tabulated, during the half year, words misspelled by pupils in written composition.

During the two weeks devoted to the study of the words frequently misspelled in written composition, teachers should spend some time daily in giving pupils *individual drill*. The list of words misspelled when writing and kept by each pupil should be utilized for this purpose.

of	half	says	gone	cried
all	lose	easy	then	their
off	live	hear	they	tired
too	pull	dear	been	what
full	said	does	your	meat
roll	four	high	hour	meet
put	sure	with	busy	some
one	give	used	done	come
any	blue	very	have	knife
you	love	floor	none	loose
saw	who	each	wear	piece
two	eyes	raise	were	since
was	goes	shall	built	chair
buy	here	such	color	can't

work	until	please	instead
early	word	would	coming
forty	niece	either	toward
front	using	heavy	exactly
weak	many	meant	neither
week	won't	people	enough
truly	heard	month	against
write	ready	taking	making
three	every	except	another
there	break	money	country
these	above	among	straight
quiet	speak	choose	through
knew	water	should	weather
know	wrote	almost	received
when	whole	always	separate
often	world	having	whether
guess	where	answer	business
shoes	which	women	cousins
much	friend	though	Tuesday
again	afraid	trouble	sincerely
those	surely	minute	certainly
cover	across	believe	thorough
could	young	clothes	February
don't	watch	writing	beginning
catch	leaves	woman	Wednesday

PHONETIC WORDS

The following list of words requires little study by the average pupil. There is an occasional child who has little sense of phonetics. Teachers should examine their classes, find all pupils who have trouble in spelling any of these words, and help them in overcoming the difficulties.

Occasionally, teachers should require classes to turn to this list, instructing each child to study all words that seem doubtful to him.

Teachers should frequently turn to this list and pronounce at random words for pupils to spell.

These words should be reviewed at least twice every year by all pupils studying Part I—that is, by both classes in second, third, and fourth grades—and the longer words should be reviewed yearly by pupils studying Part II.

cab	wag	rap	bed	pen	lid
tab	brag	sap	fed	ten	rid
drab	drag	tap	led	then	skid
crab	flag	flap	red	when	big
slab	snag	chap	wed	step	dig
bad	stag	snap	bred		fig
had	ham	trap	bled	bet	pig
lad	jam	strap	fled	let	rig
mad	clam	bat	sled	met	wig
pad	sham	fat	shed	net	him
sad	fan	hat	beg	pet	dim
fad	man	mat	keg	set	rim
glad	can	rat	leg	wet	brim
bag	tan	sat	peg	bib	slim
fag	ran	cat	hem	rib	skim
lag	pan	flat	gem	fib	prim
nag	cap	slat	stem	crib	trim
rag	lap	chat	den	bid	whim
sag	map	that	hen	did	bin
tag	nap	web	men	hid	fin

kin	fob	not	hum	crack	truck
pin	job	dot	drum	track	struck
sin	sob	got	scum	deck	much
tin	snob	lot	plum	neck	such
win	cod	blot	glum	peck	
grin	hod	clot	chum	speck	cliff
skin	nod	shot	bun	fleck	skiff
spin	pod	spot	fun	kick	stiff
chin	rod	plot	pun	lick	whiff
dip	sod	trot	run	tick	muff
hip	clod	dub	sun	pick	puff
lip	shod	hub	gun	sick	bluff
rip	plod	rub	spun	brick	gruff
sip	trod	tub	pup	slick	snuff
tip	bog	cub	cup	click	
grip	cog	club	sup	stick	ball
slip	hog	grub	but	dock	call
drip	log	stub	cut	lock	fall
ship	fog	scrub	nut	sock	hall
whip	jog	shrub	hut	rock	tall
strip	frog	mud	rut	block	wall
bit	hop	bud	shut	clock	stall
fit	mop	cud	back	shock	small
hit	top	bug	hack	stock	bell
lit	flop	dug	lack	crock	cell
pit	prop	hug	pack	flock	dell
sit	drop	rug	rack	duck	fell
flit	shop	tug	sack	luck	sell
slit	stop	plug	tack	suck	tell
split	crop	snug	black	tuck	well
cob	chop	shrug	slack	cluck	shell
mob	cot	sum	shack	stuck	smell
rob	hot	gum	stack	pluck	spell

bill	gilt	gland	sang	plank	tent
fill	camp	strand	clang	frank	went
hill	damp	bend	sprang	mink	spent
kill	lamp	lend	ring	pink	dint
pill	vamp	mend	sing	rink	hint
rill	clamp	rend	wing	sink	lint
will	scamp	send	bring	wink	mint
sill	stamp	blend	fling	blink	tint
frill	cramp	spend	sling	slink	print
chill	tramp	pond	cling	brink	stint
drill	hemp	bond	sting	chink	flint
skill	limp	fond	swing	drink	glint
spill	crimp	fund	string	clink	splint
still	skimp		spring	think	hunt
cull	primp	branch	thing	shrink	blunt
dull		stanch	long	honk	grunt
gull	pomp		song	bunk	
hull	romp	bench	strong	chunk	slept
lull	dump	drench		sunk	crept
held	hump	inch	hung	drunk	prompt
weld	lump	finch	lung	spunk	
self	pump	finch	rung	trunk	cash
shelf	stump	pinch	sung	shrunk	dash
help	thump	bunch	stung		hash
	plump	lunch	swung	pant	lash
belt	trump	punch	bank	grant	rash
felt	band	hunch	lank	slant	sash
melt	hand	crunch	sank	chant	flash
spelt	land		tank	bent	slash
	sand	bang	blank	cent	clash
hilt	grand	fang	crank	dent	crash
kilt	brand	hang	clank	lent	trash
tilt	stand	pang	shank	rent	splash
wilt		rang	flank	sent	thrash

mesh	dress	list	latch	foot	boost
flesh	press	fist	match	soot	boom
fresh	stress	mist	patch	wool	loom
dish	hiss	grist	snatch	good	room
fish	kiss	whist	scratch	hood	bloom
wish	miss	twist	fetch	wood	broom
		cost	sketch	stood	gloom
hush	boss	lost	stretch		face
mush	loss			food	lace
rush	moss	dust	ditch	brood	pace
blush	toss	just	hitch		race
plush	cross	rust	pitch	cool	
crush	floss	crust	witch	fool	fade
flush	gloss	raft	stitch	tool	wade
thrush		craft	botch	pool	made
desk	fuss	draft	notch	spool	blade
	muss	graft	crotch	stool	glade
risk		shaft		loon	grade
brisk	cast		clutch	moon	shade
frisk	fast	left	crutch	noon	spade
whisk	last	cleft		soon	trade
	mast		milk		
dusk	past	lift	silk	croon	
husk	vast	rift	bulk	spoon	page
musk	blast	gift	hulk	roof	sage
		sift	sulk	hoof	rage
bass	best	shift	skulk	proof	wage
lass	pest	drift			stage
mass	nest		book	coop	
pass	rest	soft	cook	hoop	cake
brass	test	loft	hook	loop	lake
class	vest	tuft	look	droop	make
glass	west		nook	stoop	rake
grass	blest	batch	brook		sake
less	chest	catch	crook	tooth	wake
mess	crest	hatch	shook	roost	flake

shake	gate	stay	strain	fleet	leak
snake	hate	stray	bee	sheet	peak
brake	late	sway	see	sweet	weak
drake	mate	laid	flee	sleet	freak
slake	rate	maid	free	greet	speak
stake	crate	paid	glee	street	streak
	slate	braid	tree	meek	tweak
bale	plate	afraid	feed	peek	deal
pale	cave	fail	heed	cheek	meal
male	gave	hail	need	creek	peal
sale	pave	mail	seed	sleek	seal
stale	rave	nail	weed	feel	steal
came	save	pail	bleed	heel	beam
fame	crave	jail		keel	ream
tame	shave	rail	seem	peel	seam
game	brave	sail	tèem	steel	team
lame	slave	tail	seen	wheel	cream
name	haze	frail	green	breeze	dream
same	graze	snail	screen	sneeze	gleam
shame		trail	deep	freeze	steam
flame	day		peep	wheeze	scream
frame	bay	lain	keep	sea	bean
	hay	gain	creep	tea	lean
lane	lay	main	sheep		mean
mane	may	pain	sleep	each	clean
pane	pay	rain	steep	beach	
	say	brain		peach	heap
cape	way	chain	deer	reach	leap
tape	clay	drain	steer	teach	reap
shape	dray	grain	queer	bleach	ear
grape	gray	plain		preach	dear
scrape	pray	stain	beet	leaf	fear
date	play	slain	feet	sheaf	hear
fate	spray	train	meet		

near	mile	pipe	slope	those	boat
shear	pile	ripe	grobe	close	coat
spear	smile	wipe	bone	cure	goat
eat	stile	stripe	lone	pure	bloat
beat	while	bite	tone	cute	float
heat	dime	kite	shone	mute	bow
neat	lime	white	stone		cow
seat	time	dive	cote	cube	how
cheat	crime	hive	dote	tube	now
treat	fine	drive	note	tune	vow
ice	line	strive	rote	goad	brow
dice	mine	size	vote	load	plow
mice	vine	prize	bore	road	down
nice	wine	joke	core	toad	gown
rice	brine	poke	more	loaf	town
vice	shine	woke	sore	coal	brown
slice	spine	broke	pore	goal	clown
price	twine	choke	tore	oak	crown
ride	hire	smoke	wore	oak	drown
hide	fire	spoke	shore	cloak	frown
tide	mire	robe	snore	croak	fowl
side	tire	probe	store	foam	howl
wide	wire	hole	cove	loam	growl
bride	spire	mole	rove	roam	pout
glide	rise	pole	wove	moan	scout
pride	wise	dome	drove	loan	shout
slide	like	home	stove	groan	stout
life	dike	hope	grove	soap	trout
fife	pike	nope	hose	oar	sprout
wife	spike	rope	nose	roar	bound
strife	strike		rose	soar	found
file			chose		hound

mound	jar	scarf	horn	lye	glow
pound	far	harsh	morn	dye	grow
round	mar	marsh	thorn	rye	show
sound	par		sort	mild	slow
ground	tar	harp	short	wild	snow
loud	spar	sharp		child	stow
proud	scar	her	north		throw
hour	star	fern	torch	bind	caw
sour	card	stern	scorch	find	jaw
scour	hard		cur	kind	law
boy	lard	serve	fur	mind	paw
coy	bark	jerk	spur	rind	raw
joy	dark	term	curl	wind	saw
toy	hark	fir	hurl	blind	flaw
oil	lark	stir		grind	thaw
boil	mark	bird	burn	bold	draw
coil	park	third	turn	cold	dawn
foil	shark		churn	fold	fawn
soil	spark	girl	hurt	gold	lawn
toil	farm	twirl	curt	hold	yawn
spoil	harm	firm	burst	mold	drawn
broil	barn	first	burnt	sold	bare
coin	yarn	for	by	told	care
join	cart	nor	my	scold	dare
loin	dart	cork	fly	bow	fare
joint	part	fork	cry	low	pare
point	tart	stork	try	mow	rare
hoist	chart	form	sty	row	ware
moist	smart	storm	fry	sow	flare
car	start	born	pry	tow	scare
bar	march	corn	shy	blow	share
	starch		dry	crow	snare
				flow	stare

PHONIC CHART

PART I

(The diacritical markings are those found in the latest edition of *Webster's New International Dictionary*.)

THIRD GRADE. All columns under "B," but only first two columns under "A" and "C" for *B Class*. All columns under "B," and first four columns under "A" and "C" for *A Class*.

FOURTH GRADE. All columns under "A," "B," and "C."

A				
ăm	ăle	ărm	fööt	döög
ënd	ëve	câre	fööd	ăsk
ïll	ïce	makër	out	söft
ödd	öld	ôrb	oil	lăst
ŭp	ŭse	ûrn	stâr	löng

B								
b	g	k	n	s	w	ch	zh	th
d	h	l	p	t	y	th	ng	ŋk
f	j	m	r	v	z	sh	zh	n

C				
ă	ā	ā	öö	ö
ě	ē	â	ōō	â
ï	ī	ē	ou	ö
ö	ō	ô	oi	â
ŭ	ū	û	ā	ö

Give pupils frequent drill from this page, having them do as follows:

1. Pronounce the key words under "A," noting vowel sounds and markings.
2. Give sounds of consonants under "B," noting that only two of them are marked, namely, "th" as in "then" and "ŋ" as in "ink."
3. Give sounds of vowels as placed under "C."
4. Give the short sounds of the following vowels: a, e, i, o, u, oo; also the long sounds; locate them on this chart.
5. Give the name of the mark used for each vowel under "C"; example, "breve" (˘), "macron" (¯), "two dots" (¨), "one dot" (˙), "tilde" (~), "circumflex" (ˆ), "circumflex-breve" (ˆ˘).

In giving drill upon consonants and vowels, employ quick, spirited tests as follows:

1. Begin at the upper left-hand corner and recite across the page.
2. Begin at the lower right-hand corner and recite up the column.
3. Begin at other corners and recite across or up or down the page.
4. Begin at one corner and recite around the page.

PHONIC CHART

PART II

(The diacritical markings are those found in the latest edition of *Webster's New International Dictionary*.)

FIFTH TO EIGHTH GRADES, INCLUSIVE

A

ăm	āle	ārm	fōot	ăccount	senâte	ask
ënd	ēve	cāre	fōod	recënt	évent	sōft
īll	īce	makēr	out	cōnnect	ōbey	sofā
ōdd	ōld	ōrb	oil	circŭs	ūnite	natŭre
ŭp	ūse	ŭrn	stār	ătttempt	prefăce	verdŭre

B

b	g	k	n	s	w	ch	zh	th
d	h	l	p	t	y	th	ng	ŋk
f	j	m	r	v	z	sh	zh	ñ

C

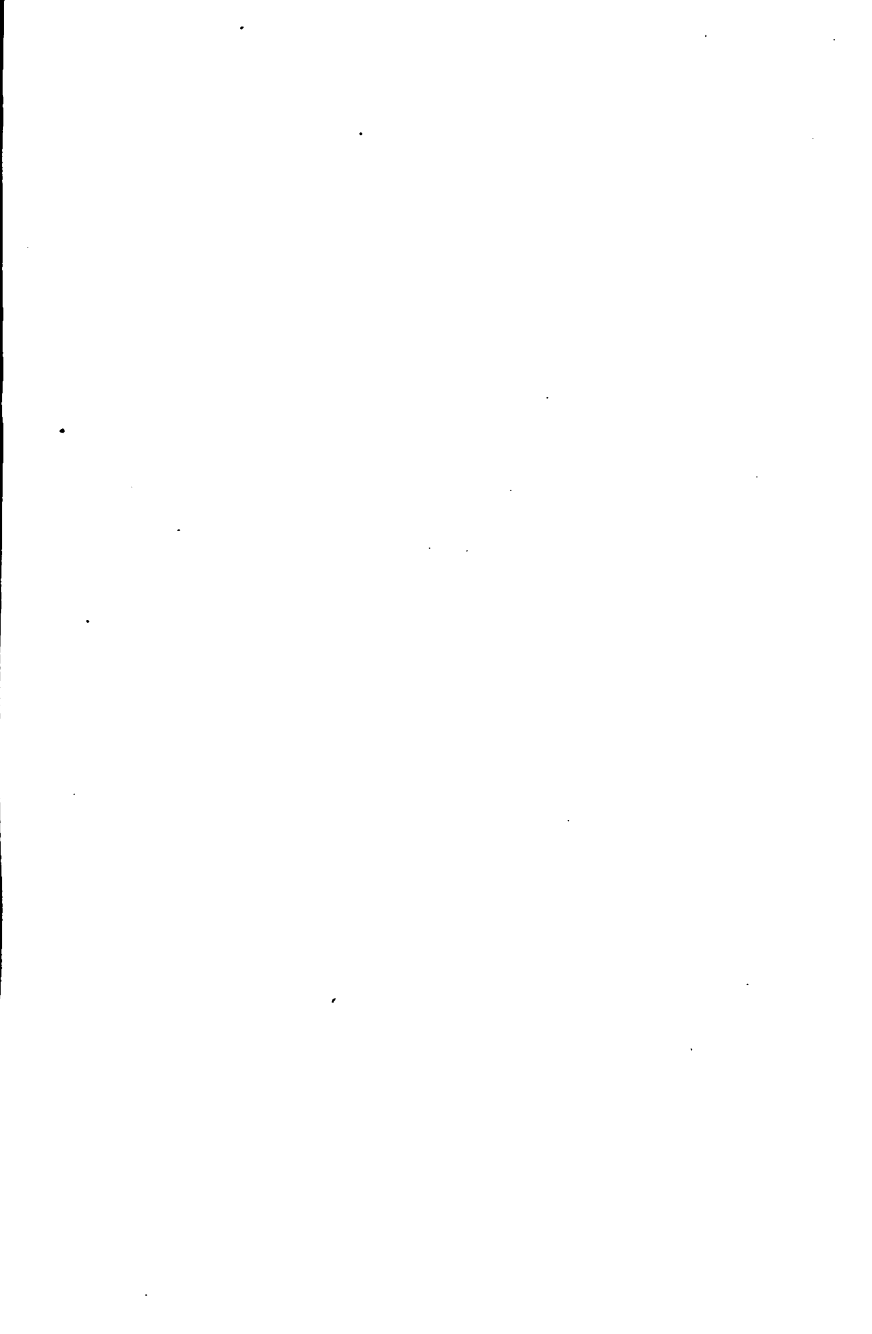
ă	ā	ā	ōō	ō	ă	ā	tŭ	ă
ě	ē	â	ōō	â	ě	é	đđ	ā
ī	ī	ē	ou	ō	ī	ā	tŭ	ā
ō	ō	ô	oi	â	ō	ô	đđ	â
ŭ	ū	û	ā	ō	ŭ	û	tŭ	â

Give pupils frequent drill from this page, having them do as follows:

1. Pronounce the key words under "A," noting vowel sounds and markings.
2. Give sounds of consonants under "B," noting that only three of them are marked viz., "th" as in "then," "ŋk" as in "ŋk," and "ñ" as in "cañon."
3. Give sounds of vowels as placed under "C."
4. Give the short sounds of the following vowels: *a, e, i, o, u, oo*; also the long sounds; locate them on this chart.
5. Give the "modified short" and "modified long" vowel sounds, as, "ă" in "ăccount," "ě" in "évent," and "ā" in "natŭre."
6. Give the name of the mark used for each vowel under "C"; example, "breve" (˘), "macron" (¯), "two dots" (¨), "one dot" (˙), "tilde" (~), "circumflex" (ˆ), "circumflex-breve" (◌̆), "macron-dot" (◌̇).

In giving drill upon consonants and vowels, employ quick, spirited tests as follows:

1. Begin at the upper left-hand corner and recite across the page.
2. Begin at the lower right-hand corner and recite up the column.
3. Begin at other corners and recite across or up or down the page.
4. Begin at one corner and recite around the page.





YB 36522

628050

UNIVERSITY OF CALIFORNIA LIBRARY

